

GUL MOHAR

GRADED ENGLISH COURSE



READER FIVE

TO THE TEACHER

GUL MOHAR READER FIVE completes the first five years of English learning, and enriches by a process of revision and extension, the skills developed systematically over the preceding four years.

Development of reading skills

The child, now equipped with a sizeable active and passive vocabulary, is now exposed to a wider and more challenging variety of material, which includes contemporary writing fitted into the framework of the course. The emphasis is constantly on reading for enjoyment and through it progress in comprehension and speed.

Composition

In the comprehension questions as well as other written exercises, the child is guided to express himself in continuous prose.

Understanding poetry

READER FIVE draws out, in a now more challenging fashion, the child's appreciation of rhythm, sense and sound in poetry. The questions and exercises encourage his independent exploration of meaning and effect.

Oral English

READER FIVE, like READER FOUR, continues to give oral expression a major role in the range of skills.

Abshaya

GUL MOHAR

GRADED ENGLISH COURSE

READER FIVE

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Preface

GUL MOHAR GRADED ENGLISH COURSE has been planned and produced in the belief that the teaching of English in schools where it is the medium requires a set of postulates responsive to changed circumstances and upheld by recent research. Children entering these schools nowadays come from widely differing backgrounds and are more diverse in themselves than ever. We are glad to be able to offer them a fresh and challenging set of materials which incorporate modern ideas and approaches to learning and teaching English.

In preparing this series of materials to answer the new needs—an integrated and comprehensive series of Readers, Workbooks, Composition, Poetry and Grammar books, Supplementary Readers, Copybooks, Dictionaries and Teachers' Deskbooks—we have received help and advice from a number of practising teachers and heads of institutions, and guidance from educational planners both at the Centre and in the States. We are grateful to them and also to those teachers and learners in several schools who assisted us in the conduct of surveys which preceded the design of the course and the structuring of syllabuses.

We are greatly in debt to the teams of authors and artists who have collaborated with us. They have given the best of their skills to their tasks and have shown a deep concern for the pupil, the teacher, and their problems.

Finally, we are grateful to our publishers whose concern with academic standards and production values has helped us a good deal in making the right decisions at every stage of the project.

M. L. TICKOO

M. BHASKARAN

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Contents

LESSON	PAGE
1. Emil and the Detectives	1
2. A Story about Stories ✓	7
3. Two Cranes and a Tortoise ✓	13
<i>The Flint</i>	21
4. The Clever Shepherd ✓	22
<i>A Clown</i>	32
5. Pets ✓	34
<i>The Complaint of the Camel</i>	41
6. A Strange Fight	44
<i>You are Old, Father William</i>	51
7. Life in the Sea	54
<i>Until I Saw the Sea</i>	63
8. Whales	64
9. A Narrow Escape	71
10. Pandora's Box: Troubles ✓	79
11. Pandora's Box: Hope ✓	86
<i>The Kingfisher</i>	91
12. A Story about a Story Teller ✓	93
<i>The Wise Men and the Elephant</i>	98
13. Otters ✓	101
<i>Swimming</i>	107
14. Sir James Simpson ✓	109
<i>A Real Santa Claus</i>	115
15. The Coconut Tree	117

LESSON

PAGE

16.	Marian Anderson ✓	125
	<i>The World from a Railway Carriage</i>	133
17.	The Hovercraft	135
	<i>Space Travellers</i>	142
18.	Thailand, Land of the Free ✓	144
19.	The Rain Queen	152
	<i>The Rescue</i>	160
20.	A Troublesome Travelling Companion	163
	Structural Items used in the Reader	170
	Word list	172

Emil and the Detectives

Emil and the Detectives is really a long story, and we can only read some of it now. Emil is a German name and the story is about a German boy. The author, Erich Kastner, comes from Germany.

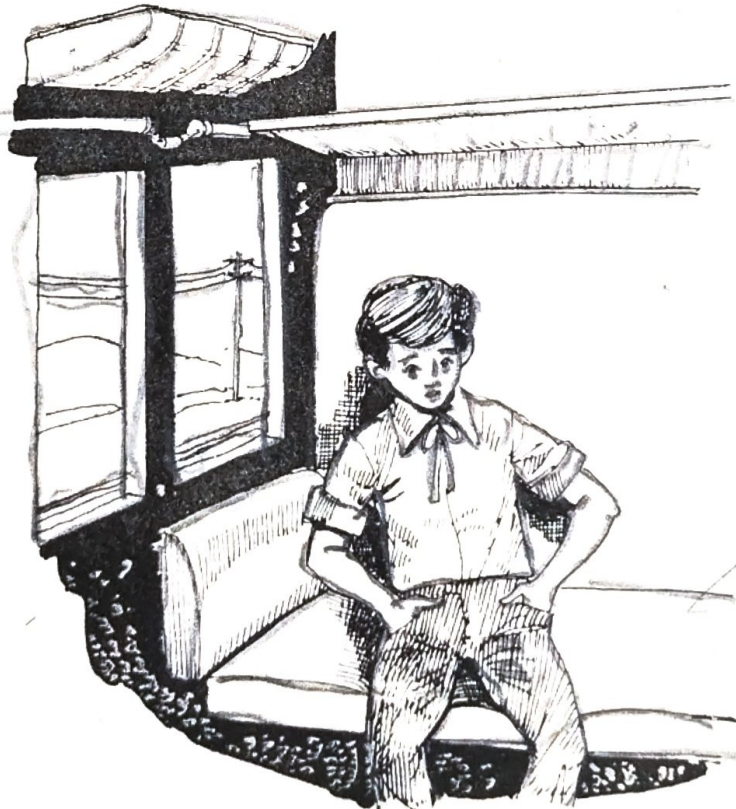
Emil lived in a small town in the country with his mother. He did not have any brothers or sisters and his father was dead. That was why his mother had to work very hard.

Well, one holiday Emil's mother decided to send Emil to the city to stay with his grandmother. Although she was poor, Emil's mother gave him some money for his grandmother and some money to spend in the city. His mother told him not to lose the money and to be good.

Emil pinned the money inside his pocket. His mother came to the station and said good-bye. Emil got into the train.

There were four other people in the compartment. One was a man with a black hat. Emil did not like him. At the next station the others got out and Emil and 'Black Hat' were alone.

It was hot in the train. Although he wanted to keep awake, Emil soon fell asleep. When he woke up, Black Hat had gone. He put his hand into his pocket. His money had gone too: Black Hat had taken it!



When the train reached the next station, Emil looked for Black Hat. He was just getting out of the train from the next compartment. So Emil got out as well. He followed him through the crowd and saw him go into a cafe. Emil watched and was very upset. Black Hat was paying for his dinner with Emil's money.

Just then a boy came and spoke to Emil. "What's the matter?" he asked. Emil told the boy what had happened.

"I must get the money back," Emil said. "I have to give it to my grandmother. And I haven't any money to spend either."

"I'll help you," said the boy, whose name was Paul, "and so will my friends. The man is eating now. You watch him while I run and call them."

Paul ran off and soon returned with lots of boys. "We'll be detectives and get the money back," Emil said to them.

Paul told a little boy called Tuesday to go home, because there was a telephone in his house. "We can give all the news to you," he said, "and you can pass on the news. We'll also need some food and money."

Some boys, who lived near, ran home for food and all the boys looked in their pockets to see if they had any money.

Just then Black Hat came out of the cafe and got into a taxi. Emil and some of the boys got into another taxi. "Please follow that car," Emil said to the driver of their taxi.

Black Hat got out of his taxi and went into a hotel. The boys got out and telephoned Tuesday. "We're at the hotel," they said.

Soon lots of boys arrived at the hotel. "Oh dear, he'll see us now," one of the boys said, "can't you send some of the other boys away?"

"No," said Emil. "If we all follow him, he'll be frightened. He may give back the money."

When Black Hat left the hotel, about fifty boys followed him down the street. If he walked slowly, they walked slowly. If he crossed the road, they crossed the road. If he walked quickly, they walked quickly. Everyone in the street looked at Black Hat.

Black Hat ran into a bank. Emil told three friends to follow him into the bank, while the other boys waited outside.



Black Hat gave some money to the man in the bank.

“Stop,” cried Emil. “That’s my money. He’s stolen my money.”

“That’s not true,” said Black Hat.

The manager of the bank came out of his office. “He stole my money,” said Emil.

“Can you prove this?” asked the manager.

“I had pinned my money to my pocket,” Emil said. “If the money is mine, it will have the pin marks on it.”

The manager held up the money. They could see the little pin holes. Black Hat looked at the money, then he started to run. He ran out of the bank but the other boys were at the door and they soon caught him. Then the manager sent for the police.

“Well done, boys,” the policeman said. “What good detectives you all are!”

Then the bank manager gave Emil his money. Emil thanked his new friends, got into a taxi and went to his grandmother's house.

That is not the end of the story. Black Hat was a famous thief and the police gave Emil a lot of money because he had caught him. Then Emil's mother came to the city for a holiday and Emil and his mother and grandmother asked all the boys to dinner. Emil's story went into the newspaper, and everyone read about “Emil and the Detectives”.

Exercises

1. Write short, simple answers to these questions :

- a. In what country does the story take place?
- b. Why did Emil's mother have to work hard?
- c. What did Emil do with the money that his mother had given him?
- d. Why did Emil fall asleep in the train?
- e. What was Black Hat doing with Emil's money?
- f. How many boys followed Black Hat down the street?
- g. Why did everyone in the street look at Black Hat?
- h. What did Black Hat do when he saw the pin holes in Emil's money?

2. Do you remember these sentences?

Although he wanted to keep awake, Emil soon fell asleep.

Although she was poor, Emil's mother gave him some money for his grandmother.

Use the tables on the next page to make sensible sentences. See how many you can write in five minutes. Do not forget to put in the commas and the fullstops.

Although	I	was	tired	I went to sleep
	he		hungry	he still smiled
	she		ill	she went to school
Although	we	were	late	we stopped at the shop
	you		in a hurry	you caught the bus
	they		early	they met Ramesh

3. Read these two sentences :

His mother told him to hurry.

His mother told him *not* to hurry.

Add **not** to the sentences below :

- My mother advised me to spend all my money.
- She warned me to speak to strangers on the train.
- She asked me to eat on the train.
- She begged me to lose my ticket.
- Last of all, she told me to forget to write.

4. Re-write the following paragraph, and replace 'nice' each time it is used by a better word. Here are some suggestions :

famous / thick / tasty / beautiful / interesting / sunny.

Last term we went on our class picnic. It was a *nice* day and we bought lots of *nice* food. We went to see a *nice* old fort. The *nice* stone walls were three miles long. The *nice* castle was at the top of a hill. We climbed up and looked at the *nice* countryside below.

5. If you want to be a detective, you must look at people and things carefully. Emil looked carefully and he remembered the man with the black hat. Look around your classroom. Now write five sentences about the children or things in your classroom.

Example : The last book on the top shelf has a green cover.

6. Write a detective story. Here are some ideas to help you: Krishna had a pet dog / one morning the dog is missing / Krishna calls his friends / they decide to be detectives / ask gram-seller if he has seen anyone near the house / return to Krishna's garden / look for foot marks / see small boy enter garden with a dog on a string / has no brothers and sisters / has borrowed the dog / Krishna says he can play with them.
7. Say these words carefully, so that the difference between them is clear :

big	pig	house	blouse
batting	patting	through	though
bull	pull	bank	tank
bride	pride	string	spring
best	pest	ticket	thicket

A Story About Stories

Once upon a time, there was a king who had two sons. Now, you know, kings in stories do not usually have sons at the beginning, and kings who have sons are usually in trouble with them. I am talking about such a king. His sons refused to learn their lessons. The king appointed learned men as great as Amarasimha and Varahamihira as tutors to the young princes. But all their learning did not help them teach their royal pupils. The princes were so unwilling to learn that they sat in front of their teachers and listened to nothing. The teachers got tired of the stupid princes and ran away from the palace and the kingdom.

The king lost all hope of educating his sons. He was so disappointed with them that he said they were unfit to succeed him. He said he would soon hand his kingdom over to his neighbouring king ; that would save him the trouble of conquering it. But at this the queen shed such big tears that the king had to take back his words. Here is the next part of the story in the form of a short scene from a play.

When the curtain rises, we see the royal couple in the middle of a conversation.

King : What's the use of leaving the kingdom to these uneducated sons of ours, my dear? They're two such ignorant idiots that they won't be able to rule it for two minutes together. And my neighbour is so greedy that he's going to march across the border the moment I'm dead.

Queen : We can appoint good generals and ministers. They'll help our sons defend the borders and rule the kingdom.

King: No generals or ministers can help such stupid masters. And they don't deserve any help. They can't tell help from harm.



Queen: Oh, don't say such cruel things, my lord. Do something to help them. Can't we find a good teacher to teach them?

King: Countless teachers have come and gone, but your sons are still as wise as they were on the day they were born! My messengers have been looking in vain for fresh teachers.

(A stranger comes in.)

Stranger: But here's a teacher who is looking for your ministers, Your Majesty.

King: *(Surprised)* But who are you? And why are you looking for my ministers?

Stranger: My name is Vishnu Sharma. I'm a teacher. And I'm looking for pupils.

King: But how did you get into this garden? Didn't the guards stop you?

Vishnu Sharma : Yes, they did, Your Majesty. But I told them that I'm a teacher, and they were so glad that they let me in at once.

King : But where were you when my messengers came to your town? They said that there wasn't a single teacher left in this kingdom.

Vishnu Sharma : They were mistaken, Your Majesty. As long as there are people who wish to learn, there'll be teachers to teach them.

King : But my sons do not wish to learn. They're empty-headed idiots. No teacher will ever teach them anything.

Vishnu Sharma : That may well be, Your Majesty. But I've come to awaken them.

King : Awaken *them*? Do it and you'll have worked a real wonder. But I don't think you'll succeed—Amarasimha and Varahamihira have failed.

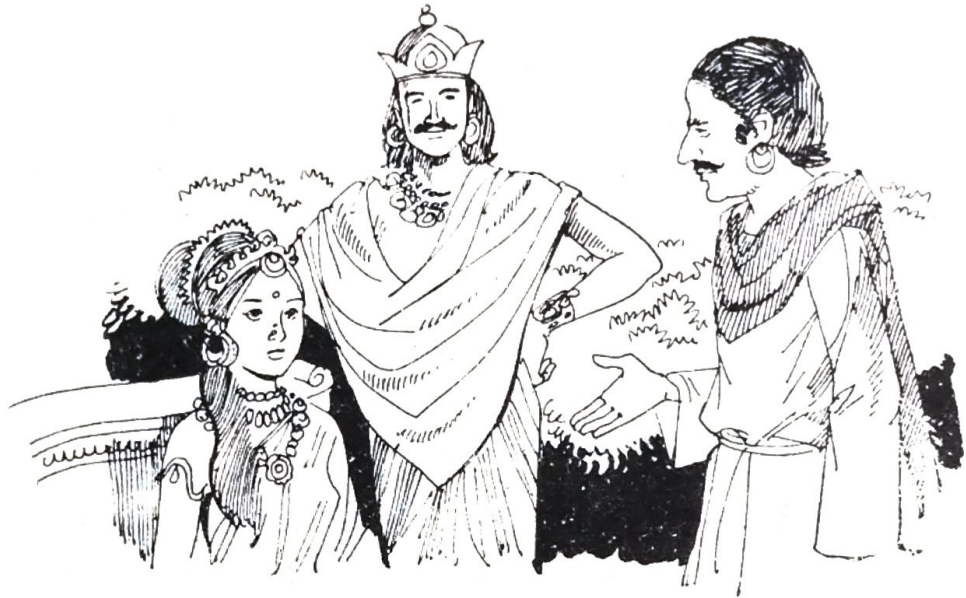
Vishnu Sharma : That astonishes me, Your Majesty. But I think I can do something for your sons.

King : But they won't let you do anything. They'll answer none of your questions.

Vishnu Sharma : Do they say 'yes' when you call them? — I am asking Your Majesty, the Queen.

Queen : Yes, they do. They always come shouting, "Yes, Mother."

Vishnu Sharma : Then, Your Majesty, I'll help them. Please call them here.



The princes were sent for and they came in, slowly and unwillingly. The king introduced Vishnu Sharma to them saying he was their new teacher. Vishnu Sharma greeted them with a smile and said :

“I’m not exactly a teacher, but a story-teller. I enjoy telling stories. Shall I tell you the story of the *Two Cranes and Tortoise* ?

And without waiting for the princes’ permission, he started “Once upon a time there lived a tortoise and two cranes... The princes were all ears. And so were the king and the queen and everybody else from the beginning to the end of the story. **Having finished the story, Vishnu Sharma said,** “That’s all for today, princes, your lesson is over. Now you can go and play. But neither of the princes moved. They had forgotten their games and their friends. They were asking for another story.

Vishnu Sharma told them another story, and then the prince asked for one more. In this way he told them stories every day, and in his stories he put all the lessons that he had planned to teach them. These were the lessons of the ‘pancha tantra’, the ‘five arts’ of practical life and government. The stories were so interesting that everybody who heard them

told them to others. Then someone wrote them down in a book.

The stories of the 'panchatantra' are now familiar to people all over the world, but the name of the stories, 'Panchatantra' is not so familiar. Today the 'Panchatantra' stories are known by different names in different parts of the world.

You can read the first story Vishnu Sharma told the princes in the next lesson.

Exercises

1. Answer the following questions :

- ✓ a. What was the matter with the king's two sons?
- b. What kind of teachers did they have?
- ✓ c. Why did all the teachers leave the kingdom?
- d. Who came to the palace in search of pupils to teach?
- ✓ e. How did he get into the palace past the guards?
- f. What did the king tell him?
- g. What did Vishnu Sharma ask the queen?
- h. What did the queen say in answer?
- i. What did Vishnu Sharma promise to do then?
- ✓ j. How did Vishnu Sharma teach the princes?
- ✓ k. What did he teach them?

2. Rewrite the following story of twelve sentences in six longer sentences, using **So.....that**, **such.....that** :

The fox was very hungry indeed. He was ready to eat anything. The grapes looked very nice. The fox's mouth watered at the sight of them. But they were hanging very high. The fox could not reach them. He jumped very high jumps. He nearly broke his

legs. He got very tired. So he walked away without any grapes. He said they were very sour grapes. No one would care to eat them.

3. *Add a sentence of your own to each of the following, using the word or phrase given in brackets after it. The first one has been done for you:*

- a. This teacher has written several books. (learned)
This teacher has written several books. He is a learned man.
- b. Do not hold the onion so close to your eyes. (water)
- c. The Prince of Wales is the British queen's eldest son. (succeed)
- d. He tried several times to get to the top of the mountain.
(succeed)
- e. Do you eat six meals a day? (astonish)
- f. I have been running for half an hour. (exhaust)
- g. Our old principal has left and we have got no principal now. (appoint)
- h. I know who wrote this story. (well known)

4. *Fill in the blanks in the following passage with suitable words or phrases chosen from the list below :*

as long as, so long as, profession, appointed, save the trouble.

- a. people wear gold ornaments, there will also be robbers
- b. Flowers will not grow in my garden there are weeds.
- c. I cure diseases, that is my
- d. Sri Girji is our new manager. He was manager yesterday.
- e. I shall go and tell him everything you say and of writing a letter.

Two Cranes and a Tortoise

Once upon a time two cranes and a tortoise made friends with each other. They lived in a forest by a lake. It was a very pleasant forest to live in. The lake was full of all kinds of small fish. They were easy to catch and tasty to eat, and the water was always fresh and very good to drink.

"Isn't it lovely to live together like this? How nice it is to have good friends!"

"For a happy life, we should have good friends as well as a comfortable home."—these were the kinds of things they said when they met every day.

But their happy life in the forest did not go on very long. They lived on the banks of a lake and this lake got its water from rain. And as there had been no rain in their forest for two whole years, it began to dry up. It was now getting difficult for our friends to find any fish to catch. As the lake was drying up fast, it would soon be difficult for them to get even water to drink. How were they going to keep alive?

Birds such as cranes have a ready solution to a problem like this. They usually go on long journeys in search of good food or better weather. Travelling is an easy matter for birds. It costs them nothing. They have got wings and the sky is free.

So the two cranes decided to leave the forest as soon as they could. They were very sorry to leave their friend, the tortoise, behind, but they said to each other, "All friends must part some time, after all." When they met the tortoise that morning, they looked at her sadly. The tortoise asked them why they were so sad.

The first crane said, "We're sad because we'll soon have to part." And the second crane added, "It won't be possible for us to live together any longer."

"But why?" the tortoise asked in surprise.

"You'll see why if you look down from the sky," the first crane replied.

"The lake is almost dry," said the second crane.

"And the fishes are beginning to die," added the first.

"So how long can we hope to live?" the second crane asked. "Unless we leave this forest," the first crane added, to complete the sentence. The tortoise slowly thought over this question.

"Where are you going?" she asked the cranes. The first crane said, "We're going to another forest, where it'll be easier to find food and water."

"We must go to another lake in which there'll be plenty of fish," the second crane chimed in.

"When are you going?" the tortoise inquired.

"We'll be starting in an hour's time," the first crane replied.

"As soon as that?" the tortoise asked, slowly raising her head. And suddenly she said in one breath, "I'm going with you!"

"But how can you go with us?"

"Why can't I go with you?"

"Don't you see why?" the first crane asked, and so did the second crane. "Don't you see why? You can't fly," she explained.

But that was exactly the reason why the tortoise had to go with the cranes. As she could not fly, it would be impossible for her to leave **the** forest by herself. If she was left behind, she would be dead before the rains came again.

"Isn't it your duty to save a friend's life?" she asked the cranes.

"Certainly," the first crane agreed.

"But how shall we do it?" the second crane asked.

"Carry me with you," said the tortoise.

"Carry you? How?" the cranes asked again.

The tortoise said that they could carry her on their backs.

"But our backs are so small!" the first crane protested.

"If you fall off during our flight, you'll die," said the other crane.

The tortoise thought for a while and asked, "Can't you carry me with your beaks?"

But the cranes were very unwilling to do this.

"It'll be awful for you to have our beaks digging into your body although you've got a hard shell," the first crane remarked.

This time the tortoise thought much longer than she had done earlier. Then she suddenly raised her head and said brightly :

"I have an idea. Bring me a strong stick. I'll hold the middle of it between my jaws and hang on to it. Each of you take one end of the stick in your beak, and then—fly!"

"Excellent!" cried the first crane.

"Come on. Let's go and get the stick!" exclaimed the second crane.

The cranes flew off and returned with a strong bamboo stick. The tortoise closed her jaws on it right in the middle. The cranes took the ends of the stick in their strong beaks and flew up into the sky. Off went the tortoise on her first journey by air.

Before they started, the birds had warned the tortoise about the great risks of her flight. They said everything

they could think of saying. They spoke, each in one ear of the tortoise, like this :

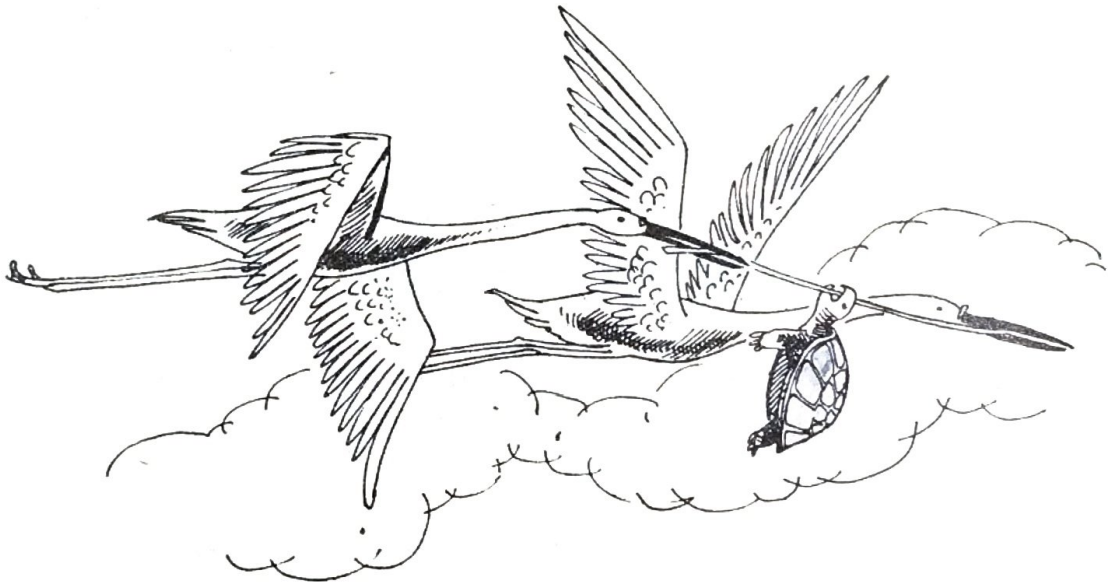
“ Be careful. Do not open your mouth in the sky.”

“ You’ll see all kinds of wonderful things down below, but never open your mouth in wonder.”

“ If you do, God knows where you’ll fall.”

“ It is absolutely necessary to keep your mouth tightly shut.

“ The tortoise assured them that she would keep her mouth shut. But you know how easy it is to make a promise and how difficult it is to keep it.



No sooner were the three friends out of the forest than the people began to shout at them. For, it was a wonderful sight to see a stick flying in the sky with a crane at each end and a tortoise in the middle. All the people who were outdoors looked up at the flying stick, shouting out all kinds of things. Some of the schoolboys said,

“ Isn’t it clever of the tortoise to hang on to a stick like that !”

The tortoise was highly pleased at these words of praise. After all her own idea, she said to herself, the cranes were only carrying out her plan.

The cranes were quite used to the sights and sounds down below. They paid no attention to what the people said. All their attention was fixed on the job they were doing. But everything on the ground attracted the eyes of the tortoise. When they were crossing a field, some farmers said :

“ Isn't it nice of the cranes to carry a tortoise on a stick like that ? ”

“ It teaches us that we can do anything if we do it together. ”

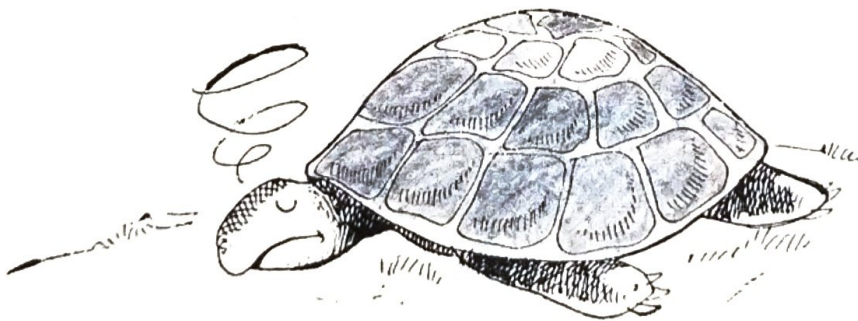
“ It's a good example. ”

“ Let's thank the cranes. ”

But the tortoise thought this was very unfair to her. It was her idea, wasn't it? How could they praise the cranes for it?

Forgetting what the cranes had told her, she shouted out, “ I thought ———— ”

But the unfortunate tortoise did not complete the sentence. The moment she opened her mouth, her jaws let go of the stick and she fell, down and down and down. Some people say she died, but she did not. Tortoises have hard shells.



Exercises

1. *Answer the following questions each in as many sentences as the number in the brackets asks for :*
 - a. Where did the cranes and the tortoise live? (1)
 - b. What made life in the forest pleasant for them? (3)
 - c. When did it become difficult for them to live in the forest? (1/2)
 - d. Where were the cranes going? (1)
 - e. Why did the cranes say it was impossible for the tortoise to go with them? (2)
 - f. Why did the tortoise say it was the duty of the cranes to take her with them? (3)
 - g. Why were the cranes unwilling to carry her on their backs? (3)
 - h. What was the bright idea the tortoise had then? (3/4)
 - i. How did the tortoise leave the forest with the cranes? (3)
 - j. What did the cranes ask the tortoise to promise before they started? (1)
2. *Fill in the blanks in the following groups of sentences with suitable words chosen from the lists in brackets :*
 - a. Petrol is — in our country. So we — it from — countries. We use ships called tankers to — petrol across the seas.
(scarce, transport, import, foreign)
 - b. If you walk at your — pace, you will reach the railway station before the train arrives. And trains — arrive on time these days. Taxis are very — now. If you go by taxi to the railway station, you will have to spend a small —. And if you have got that much money, you could — by air!
(travel, expensive, fortune, usual, seldom)
 - c. Let us sit down and think out a —. Then we shall all work together and — it —. I am sure the others will — with us. Isn't this a good —?
(idea, carry ... out, plan, co-operate)

- d. I ——— to the words of the teacher in the classroom. The dogs that were fighting outside ———. The teacher ——— me. I thought this was ———. Why didn't he scold the dogs ———! (attracted my attention, paid no attention, unfair, scolded, instead)
3. Add a sentence to each of the following, using the word given in brackets :
- I have only got thirty more pages of the book to read. (finish) *I will finish it in a few days*
 - Finish our shopping before lunch time? (hardly) *We can hardly finish it*
 - No living person has seen heaven. (imagine) *We all imagine*
 - Aeroplanes cannot land at this airport today. (weather) *The weather is bad*
 - There will be no classes this afternoon. (free) *The school will be free*
 - This boy of six ran into the burning house to save a child. (admirable) *His courage was admirable*
 - I can't say for certain that I'll join your picnic group. (possible) *It may not be possible to join you*
 - How can you say you will not obey your captain? (duty) *It is his duty to obey*
 - The little boy put his fingers into the two holes near the light switch. (shock) *He suddenly got a shock*
4. Make one sentence out of the two given using **so.....as** or **as.....as**:

Examples

This book is big. That one is bigger.

This book is not so big as that one.

This book is big. That one is also big.

That book is as big as this one.

- This train is running fast. That bus is running equally fast. *The bus is going as fast as the train*
- Raju is very tall. Mira is not very tall. *Mira is not as tall as Raju*
- You are very clever. I am not very clever. *I am not as clever as you*
- The maid works hard. Her mistress works equally hard. *The maid works as hard as the mistress*
- How long will you wait? I shall wait equally long. *I will wait as long as you*

5. Join the following sentences together using :

in which, on which, for which, at which, and with which :

Example

- I was born in this house. My brother was born in this house too. *in which*

This is the house in which both my brother and I were born.

- a. We had coffee with an actress at a coffee house. This is that coffee house.
 - b. He shot at me with a gun. Here is that gun. *with which*
 - c. This is the football ground. The finals will be played on it. *on which*
 - d. That is a rare disease. There is no cure for it. *for which*
6. Rewrite each couple of sentences as one sentence. Begin your sentence with **It** and use **to** + an action word in each sentence.

Example

Say that. That is easy. = It is easy to say that.

I can say that. That is easy. = It is easy for me to say that.

- a. Read a story. That is easy.
 - b. Write a story. That is difficult.
 - c. I can climb that wall. That will be easy enough.
 - d. Let us go for a picnic. That would be nice.
 - e. You can sit in this chair. That will be more comfortable.
 - f. Do not take the dog with you. That will be troublesome.
 - g. I will not ask again for money. That will be awful.
 - h. Let them travel by train. That will be better for them.
7. Rewrite each couple of sentences as one, using **to** + an action word:

Example

Eat oranges. They are good. = Oranges are good to eat.

Listen to that music. It is pleasant. = That music is pleasant to listen to.

- a. Wear these shirts. They are nice.
- b. Read these jokes. They are very amusing.
- c. Look at those houses. They are grand.
- d. But do not live in them. They are not comfortable.
- e. Write with this pen. It is very smooth.
- f. But do not write on that paper. It is very rough.
- g. Sing this song. It is easy.
- h. Cross the road here. It is safer.

The Flint

An emerald is as green as grass,
A ruby red as blood,
A sapphire shines as blue as heaven;
But a flint lies in the mud.
A diamond is a brilliant stone
To catch the world's desire:
An opal holds a rainbow light,
But a flint holds fire.

Christina Rossetti

Notes

- flint* : A hard kind of stone. In the old days, before matches were made, people struck two bits of flint together to light a fire.
- opal* : a semi-precious stone in which one can see changes of colour.
- desire* : strong longing, as in 'a desire for riches'.

Discussion

1. In the first four lines, the flint is a lowly thing, lying in the mud, while precious stones like the emerald, ruby and sapphire shine and sparkle. Precious stones draw men's desire—but then the lowly flint is seen in a new light !
2. What has fire done for man ?
3. Ask your teacher to help you with the names of precious and semi-precious stones in English and in your own language.

4

The Clever Shepherd

(A short play)

Narrator: A king named John ruled over England more than seven hundred years ago. He was not a very popular ruler. He disliked everyone who was wealthy or powerful. He suspected the loyalty of such people and was always looking for a chance to accuse them of some crime and take away their wealth and power.

(Sound of trumpets)

Our play takes place at the court of King John. The King is on his throne and all round him are members of his Council, the lords, knights and high priests. One of the priests is the Abbot of Canterbury. King John is displeased with the Abbot because people say he is richer than the king. They say he has more servants than the king has and spends more money than the king does. He is very angry indeed with this proud priest.

King: Sir Abbot, I hear you keep a better house than I do. Do you think you are greater than the king?

Abbot: No, Your Majesty. I don't. I'm a humble servant of God.

King: A humble servant of God indeed! You keep a hundred servants. Is that humble? Do you need them all?

Abbot: I need some of them, and the rest of them need me. They want work, and I give them work.

King: That's very kind of you. But where do you find the money to pay them all? Do you collect it from the people of Canterbury?

Abbot: No, Your Majesty. I only spend my own money.

King: Indeed? You must be very rich! But I don't believe you. You can't be so rich. And besides, you oughtn't to be so rich. You're a priest. A priest ought to be learned and wise, not rich. Are you a learned and wise man?

Abbot: How can I answer that question, Your Majesty?

King: Can't you? Well then, I've got three other questions for you. Answer these three questions or be ready to have your head cut off.

Abbot: To have my head cut off? Your joke frightens me, Your Majesty.

King: This is no joke. Seriously, I, King John, intend to have your head cut off if you can't answer my questions. Are you ready?

Abbot: No...yes, Your Majesty.

King: First, how much am I worth? Exactly how much, not a penny more, not a penny less.

(There is laughter at court. The nobles nod their heads and look at the Abbot with amusement.)

Abbot: Eh—how much are you worth? I—er—what's the next question, Your Majesty?

King: How long will it take for me to ride round the world?

Abbot: And the third one?

King: What am I thinking?

(Everyone laughs again. The Abbot looks puzzled.)

Abbot: These are very difficult questions, Your Majesty. I'm unable to answer them immediately. I need some time to think.

King: All right. I give you three weeks.

Abbot : Thank you, Your Majesty.

King : If you can't answer the questions at the end of three weeks, you shall die. The Council is dismissed.

(Trumpets sound. The King rises and leaves the chamber. The nobles and others break into groups, all of them discussing the Abbot's chances in three weeks from now.)

Scene 2

Narrator : The poor Abbot left the court and travelled all over England. He went to all the learned men of the land and asked them the king's three questions. But no one was able to give him the answers to any of them. So he returned home to say good-bye to his friends, settle all his affairs and prepare for death. Very near home he meets one of his shepherds.

Shepherd : Welcome home, Lord Abbot welcome. What news do you bring from the court of the King?

Abbot : Very bad news, my friend. In two days' time I must get all my affairs settled and be ready to die.



Shepherd : To die ! But why ?

Abbot : Because I can't find answers to the king's three questions.

Shepherd : Three questions ? I can find answers to three hundred questions for your Lordship. If you let me change my clothes, I promise to change the king's mind.

Abbot : Change your clothes ? You don't need my permission for that !

Shepherd : But I do, on this occasion, because I must change my clothes for yours. Lend me your Abbot's robe for a few days, and send me to the king to answer his questions. You know how closely I resemble you.

(Curtain)

Scene 3

Narrator : Three weeks later. We are once again at the court of King John. Among the courtiers we can see the shepherd in the long robes of the Abbot, pretending to be the Abbot of Canterbury.

(Trumpets)

King : Where's the Abbot of Canterbury ?

Shepherd : Here I am, Your Majesty.

King : Can you answer my questions now ? I'll accept no excuses this time. If you don't answer my questions correctly, you shall die before the sun sets.

Shepherd : My answers are ready, but, in case one or two of them displease Your Majesty, I beg Your Majesty in advance to pardon me.

King : Well, I'll bear that in mind. Now, how much am I worth ? Tell me exactly how much, in pounds, shillings and pence.

Shepherd : Your Majesty, you're worth exactly—twenty-five shillings.

King : Twenty-five shillings! You think you can laugh at me because you're rich. I'm the king of this land. How dare you say I'm worth twenty-five shillings? Is a crowned sovereign worth only twenty-five shillings? This is simply an insult.

Shepherd : Pardon me, Your Majesty, it's only simple arithmetic.

King : What do you mean by that? Explain yourself!

Shepherd : It's quite simple, Your Majesty. A crown is five shillings and a sovereign is a pound, which is twenty shillings. So a sovereign with a crown should be twenty-five shillings.

(The whole court bursts into laughter, cheering the Shepherd. King John smiles.)

King : Well done! Well done, good Abbot! That was very clever. What about my second question? How long would it take me to ride round the earth?

Shepherd : Twenty-four hours, Your Majesty.

King : Twenty-four hours! Do you expect me to believe that?

Shepherd . If Your Majesty rose with the sun and rode by his side as fast as he rides across the sky, you can ride round the earth in twenty-four hours.

(All the courtiers cheer again.)

King : Indeed, I wouldn't, Sir Abbot. I wish I could ride so fast as that. Now here's my third question. What am I thinking at this moment?

Shepherd : At this moment, Your Majesty, you think I'm the Abbot of Canterbury.

King :

Shepher



Shepher

King :

Shepherd

King :

King : Yes, I do. You're right again.

Shepherd : But forgive me, Your Majesty, you're wrong.



King : What ? Aren't you the Abbot of Canterbury ?

Shepherd : Pardon me, Your Majesty. Although I look very much like the Abbot, I'm in fact only a humble shepherd of his.

King : What ! A shepherd ! Don't carry your jokes too far.

Shepherd : But I'm speaking seriously. Believe me, Your Majesty, I'm one of the shepherds in the Abbot's service. I've come here in disguise to answer your questions or die in his place. Either way, I serve my master.

King : By heaven, you do ! My lords, how many of you have such servants as this shepherd ? I wish I had at least one ! Shall I be your master instead of the Abbot, my man ?

Shepherd : But, Your Majesty, you're my master already. I serve the Abbot and the Abbot serves you.

King : Does he ? Perhaps he does. But from now on you'll serve me as the Abbot in his place. You both look alike, but you think and speak more like an Abbot than he does.

Shepherd : But, Your Majesty, I can only think and speak. I can't either read or write. So how can I do the duties of an Abbot ?

King : I see you can't. What a shame! Anyway, I admire your wit as well as your loyalty. Ask me anything you wish.

Shepherd : Your Majesty, I beg you to pardon my master the Abbot.

King : All right. I grant your wish. Tell the Abbot he's pardoned and free to live in peace in the kingdom.

Exercises

1. Answer the following questions :

- a. How long ago did King John rule ?
- b. How did King John feel towards his rich and powerful subjects?
- c. Why did he want to accuse them of crimes ?
- d. What classes of people were members of King John's council?
- e. Why was the Abbot of Canterbury at court ?
- f. Why was the King displeased with the Abbot ?
- g. Why did the Abbot keep more servants than he needed ?
- h. What was the King going to do if the Abbot did not answer his three questions?
- i. How much time did the Abbot ask of the King to answer the questions?
- j. Why did the shepherd go to the King's court to answer his questions? Why did he not tell the Abbot the answers instead?
- k. Why was the shepherd unable to serve as an Abbot ?
- l. What did the King ask the shepherd to tell the Abbot ?

2. Frame questions about the italicised words so as to get the following answers :

Examples :

A. King John ruled over England *seven hundred years ago*.

Q. When did King John rule over England ?

A. He was not a very *popular* king.

Q. What kind of king was he ?

- with whom the king was angry*
- a. The king was very angry with *that* proud priest.
 - b. King John was about to *speak*. *What was King John going to say?*
 - c. A priest ought to be learned and wise. *Who ought to be learned and wise?*
 - d. The shepherd pretended to be *the* Abbot. *What did the shepherd pretend to be?*
 - e. The shepherd saved his master's life by *finding* clever answers to the king's questions. *How did the shepherd save his master's life?*
 - f. The King wanted the shepherd to be *the* Abbot. *What did the king want the shepherd to be?*
 - g. The King admired him *for* his wit and cleverness. *What did the king admire about the shepherd?*
 - h. The shepherd's wit and cleverness made the King pardon his master. *What made the king pardon his master?*

3. Fill in the blanks with the words given in brackets :

- a. Akbar — over a large part of India . He was a great — .
(ruled, ruler)
- b. Shivalal was a — merchant. He had enough — to buy a kingdom. (wealth, wealthy)
- c. Mahatma Gandhi was a — leader. But he did not use his — to get anything for himself. (power, powerful)
- d. Rasheed was a — soldier, who refused to give away any of his country's secrets to the enemy. The General praised him for his — . (loyal, loyalty)
- e. Nehru was extremely — ; people went in their thousands to his meetings in rain or shine, so great was his — . (popularity, popular)
- f. That boy is — because his father is a millionaire. His classmates dislike him because of his — . (proud, pride)

4. Complete each of the following sentences with the right word from the ones in the brackets. If a word is an action word use it in the right form

- a. The audience showed their — of his singing by loud cheering. (admire, admiration)
- b. We — our team to win the match. (expect, expectation)
- c. Have I — the rules clearly ? (explained, explanation)

d. I have already told my mother about my — . I — to get up at at five o'clock in the morning from tomorrow.
(intend, intention)

e. We — that he is hiding the truth. (suspect, suspicion) ✓

5. Study the use of **have** in the following pairs of sentences. Both the sentences of a pair express the same meaning.

1. The tailor has made the new suit. The new suit is made and is ready to wear.

2. I have a new suit made every year. I get the tailor to make me a new suit every year.

Now match each sentence in column A with the sentence that gives its meaning in column B

A

B

- | | |
|---|---|
| 1. We have pitched our tents there. | 1. He will get the wall painted by four o'clock. |
| 2. We have our tents pitched there. | 2. Our tents are pitched and ready there. |
| 3. I had posted the letter earlier. | 3. The letter was already posted by that time. |
| 4. I had the letter posted earlier. | 4. We got our tents pitched there. |
| 5. He will have painted the wall by four o'clock. | 5. I got someone to post the letter earlier. |
| 6. He will have the wall painted by four o'clock. | 6. The painting of the wall will be over before four o'clock. |

6. Put the meanings of the following sentences in sentences of your own using **have** as is used in sentences 2, 4 and 6 in column A in exercise 5 above :

1. I'll get someone to pay the money into the bank.
2. The king got workers to build a palace on the mountain.
3. We get workers to clean the tank once a month.
4. I shall get someone to mend the locks.
5. We can get them to plant trees on both sides of the road.
6. They will get the mechanics to repair the engine.

7. Join the sentences using **more than, less than, as much as or as little as** :

- a. Your story is interesting. My story is more interesting.
- b. Mina has brought some flowers for the puja. Sheela has brought more flowers.
- c. We had rain this year. We had less rain last year.
- d. I enjoy singing very much. You enjoy singing very much.
- e. He has seen places. She has seen more places.
- f. There is very little money in your purse. There is very little money in my purse.
- g. There is little water in this tank. There is very little water in that tank.

- a) Your story is less interesting than mine.
- b) She has brought more flowers than Mina for the puja.
- c) We had more rain this year than last year.
- d) I enjoy singing as much as you.
- e) She has seen more places than he.
- f) There is as little money in your purse as there is in mine.
- g) That tank has less water than this tank.

A Clown

The clown, he is a jovial fellow,
He dresses in blue, pink, red or yellow.
He may put on a big moustache
Or appear as though he hasn't had a wash.
He may come on with a big red nose
Or stumbling over his clumsy toes.
But really—what is a clown?

A clown is a person who does silly things
Like jumping off a ladder thinking he has wings.
A clown is a person who falls in custard pies,
That's what a clown is in the audience's eyes.
But really—what is a clown?

What would we do if a clown was all sad
And didn't do anything at all bad?
Or didn't do silly things
Like jumping off ladders, thinking he had wings?
Or messing about with custard pies?
But just walked around with tears in his eyes.
Please tell me—what is a clown?

He is in danger, he runs and hides,
This makes the audience split their sides.
He is a person, puts big shoes on his feet,
Sits on a pin that's been placed on his seat.
But really—what is a clown?

A clown is a person like you and me
Who eats breakfast, dinner and tea.
Who perhaps has a family, daughter and son,
A clown is a Human Being, quite an ordinary one.
That, I think, is a clown.

Vana Lonsa

(11 years)

Notes

<i>jovial</i> :	merry, full of fun.
<i>come on</i> :	appear in the circus ring (or on the stage).
<i>stumble</i> :	strike one's foot on an obstacle (stone, etc.) and almost fall.
<i>clumsy</i> :	unskilful, awkward. (<i>The clumsy waiter spilt the coffee on the table</i>).
<i>custard pie</i> :	a sweet dish of eggs and milk . Clowns get custard pies thrown in their faces at regular intervals !
<i>audience</i> :	persons who come together to listen to a speaker or singer, or to watch a show.
<i>split one's sides</i> :	(with laughter) laugh heartily at something very funny.

Discussion :

1. What does a clown wear? What does he look like?
2. What would an audience do if a clown did nothing clownish?
3. Why does a clown sit on a pin?
4. Is a clown an ordinary man? Can everybody do what a clown does?
5. When you do something silly, your mother gets angry. And when a clown does something silly, she laughs. Why does she behave like this?
6. You have laughed at clowns in circuses. Have you stopped to think of what a clown is like without his funny clothes and cap?
7. This poem was written by a child of eleven. That shows how any child can try to write poems and get a lot of fun doing so. Poems are written in verses . And verses have regular rhythms. It is as if the words in the lines of the verse ' march ' to a beat. We have learnt that in English, words or parts of words have *stress*. Stressed words or syllables occur at very regular intervals in verse. Look up the following words in a dictionary to find out how they are stressed :

person	breakfast	dinner	perhaps
jovial	family	daughter	human
ordinary	ladder	custard	away
prepare	indeed	yellow	moustache

5

Pets

Have you got a pet? If you have, what is it?

Almost every kind of animal has been kept as a pet by someone or other. But most of you will say that yours is a cat or a dog, because the most popular pets are cats and dogs. In the United States of America alone, we are told, there are ninety million cats and dogs. According to certain reports, ten thousand puppies and kittens are born there every hour! In 1970, there were sixteen million dogs in France, eight million in West Germany and five million in Great Britain. A quick calculation shows that there are about a hundred and sixty million domestic cats and dogs in these four countries alone. I have got no figures to give you of cats and dogs in India, or China, where live the largest numbers of human beings in the world. Guess how many of those animals there must be in these two big countries.

Not all cats and dogs are, however, kept simply as pets. Many people keep dogs to guard their houses and cats to destroy mice. These animals are kept more as servants than as pets, and so are the oxen and horses that work on our farms and pull our carts. The herds of cows and buffaloes, which give us milk and the flocks of sheep and goats, from which we get wool and mutton are also kept, not for pleasure, but for profit. People look after these animals with great care. But they cannot be looked upon only as pets as long as they are useful or profitable.

Real pets are kept just for the joy of keeping them. For example, there are several small breeds of dogs called 'toy breeds'. They are quite helpless and may not be able even to keep flies off their masters or mistresses. There are also cats kept in houses without a mouse for them to catch. But they

are looked after very well indeed, and large sums of money are spent on them just to have them around.

Now, are race horses pets or servants? And what are the elephants, lions, tigers, and monkeys that we find in our zoos? Are these animals pets? Some people look upon race horses as pets while others keep them for profit. Animals that are kept in zoos can be called 'public pets' because they do not belong to any private individual or family.

Horses have been the most popular pets next to dogs and cats. Before the days of trains, buses and cars, they were the fastest means of transport. They were the best companions of warriors in war as well as in peace.

There are several birds that are kept as pets. Parrots, mynah birds and peacocks are favourite pets in India. And so are pigeons, a kind of dove. Do you know that the dove is a symbol of peace? This bird has been chosen to stand for peace because of its gentleness. And besides, trained pigeons, called carrier pigeons, have been employed as messengers of peace during several wars in the past. If you had one of these carrier pigeons, you could take it with you on a journey to a distant place. Then you could tie a letter to its leg, and let it go. You could be sure your letter would reach your family. There are lots of people who do so for fun. But in the days before aeroplanes pigeons were the only operators of air mail services and were given very serious letters to deliver. At least on one occasion they carried air parcels for a king.

It happened more than a thousand years ago. The Arab king of Cairo was giving a great royal feast. Guests had been invited from several other royal and noble families. The palace cooks had prepared the most delicious dishes for the feast. But they could not produce what the king desired most of all. He would not eat without cherries, and cherries were not to be found anywhere in the city.

All the servants who were sent out in search of them returned empty-handed.

Then the king's minister had an idea. He sent a messenger on a horse as fast as the wind to the hills some miles away where cherries grew. As soon as the man rode up there he gathered the reddest of ripe cherries and tied them to the legs of a number of carrier pigeons that he had brought with him. The pigeons rose in the sky and disappeared. The king's cherries arrived long before his messenger got back and in good time for the feast !

Now, how much money do you spend on your pets ? Most people in India cannot afford to spend much on them. We are told that the people of the United States spend more than five thousand million dollars a year on their pets. Britain spends a hundred million pounds on her pets and West Germany six hundred million marks on hers, every year. Frenchman used to spend a hundred and twentyfive million francs on their pets some years ago. It must be double this sum now. We have not got the figures of what all the other countries spend on their pets. But they must be spending huge amounts. Now what makes people spend such large sums on cats and dogs ? How did men grow to like these animals so much ?

The dog has been man's friend and companion for thousands of years. There are pictures of dogs in the temples of ancient Egypt, built more than five thousand years ago. It is recorded in an ancient book of history that the Egyptians of those days regarded the dog as a sacred animal. When a domestic dog died, the whole family mourned its death.

The people of ancient Ethiopia, it is said, honoured the dog more than any other animal. They elected a dog as their king and ruled their country according to its wishes ! Of course, the dog could not have told anyone what its wishes were. Clever Ministers observed its behaviour and guessed what they might be.

We may laugh at a story like this. The dog's powers of hearing and smell are far greater than man's. It can hear sounds that we can never hear and it can find out hidden enemies by smell. In ancient times there were thick forests all around men's homes. In such forests people could hardly see anything beyond a few yards around them. The dog alone could help them to escape wild animals and enemies hiding behind trees and in bushes. No wonder they had a high regard for it.

The cat too was a sacred animal in ancient Egypt more than four thousand years ago. The Egyptians worshipped a god with a cat's face. Egyptians of those days thought of cats as highly as the Hindus think of cows today. When a domestic cat died, all the members of the family and their servants shaved off their eyebrows to mourn its death !

Before the ancient Egyptians discovered the cat, mice used to come in swarms and destroy their crops completely. So when the cat came and drove all the mice away, they thought it was a messenger of their gods.

Cats have not been so highly respected anywhere since those early days, but dogs are even now men's most trusted friends among animals. They guard houses, shops and cattle, more faithfully than some watchmen. They help the police in catching criminals and the blind in finding their way around. Dogs are the "postmen" who deliver letters in some of the cold snow-covered northern regions of the earth. They have gone on dangerous journeys to the North Pole and the South Pole with explorers such as Captain Scott, Amundsen and Nansen.

In several parts of Belgium and the Netherlands, dogs pull milk wagons and vegetable carts.

Dogs help men not only in everyday life and work, but in times of great danger as well. There are trained dogs that rescue drowning people and people who are trapped in the snow

on mountain tops. During the last world war, more than ten thousand dogs served as messengers, and Red Cross dogs helped to look after the wounded. A number of dogs have been decorated with medals for daring deeds that saved human lives.

Exercises

1. Answer the following questions :

- a. What are the pets you keep?
- b. What are the most important pets?
- ✓ c. What do most people keep dogs and cats for?
- d. Are farmers' oxen pets or servants?
- ✓ e. What has made horses less important now than they were earlier? ○
- ✓ f. What did doves do during wars in the past?
- ✓ g. On what occasion did doves carry air parcels?
- ✓ h. How do we know that the dog has been man's friend for more than five-thousand years? ○
- ✓ i. How greatly did the ancient Ethiopians respect the dog? ○
- ✓ j. What can dogs do better than men can?
- k. How did the ancient Egyptians mourn the death of a domestic cat?
- l. What made the ancient Egyptians think of the cat as a messenger of the gods?
- m. How do dogs help men today? ○
- n. What have dogs been decorated with medals for?

2. Frame questions to which the following sentences can be the answers :

- a. Ten thousand puppies and kittens are born in the U. S. every day.
How many puppies and kittens are born in the U. S. every day?
- b. I have no figures to give you of cats and dogs in India.
Do you have any figures of cats and dogs in India?
- c. We do look after these animals with great care.
Do you look after these animals with great care?
- d. Pets are kept just for the love of keeping them.
What are pets kept for?
- e. The dove is a symbol of peace.
What is the dove a symbol of?

- f. Yes, they used to carry letters.
 g. We prefer dogs to cats.
 h. Ancient Egyptians regarded the dog as a sacred animal.

3. Fill in the blanks in the following pairs of sentences with the right words chosen from those in brackets :

- a. The tiger is a ——— animal. The cat is a ——— animal.
 (domestic, wild)
- b. The Hindus regard the Ganga as a ——— river. There are some ——— temples on its banks. (ancient, sacred)
- c. If you smell your roses, you will get ——— .
 If you sell your roses, you will make a ——— . (profit, pleasure)
- d. ——— to today's paper, no one was hurt in the accident. But I have read a ——— which says the driver is dead. (according, report)
- e. Govind has got a large ——— of sheep. So he sells ——— and makes a lot of money. (flock, wool)
- f. Your ——— is a very good story-teller. So you will pass the time quickly in his ——— . (company, companion)

4. Suppose you are talking to someone and he makes the following remarks. What will you say or ask after each remark? Use the words given in brackets.

1. Mr Jacobson is an explorer. (explore)
2. We saw the top of Mt. Everest from the aeroplane. (snow)
3. Watching cricket is a waste of time. (opinion)
4. I only buy useful things. I don't understand why people buy beautiful things. (joy)
5. I don't know when the car will reach the city. (calculate speed, distance)
6. You know, he is a very learned and wise man. (respect)

Fill in the blanks, choosing from the words below.

- a. The crowd was noisy and wild, but the king followed the
king and the government in the building above.
- b. The king accepted the position of advisor, which was a
position of honor.
- c. A crowd of people had gathered in the garden.
- d. When the king was young, the crown prince was old.
- e. I don't think I'll ever see a prince I don't
know more.
- f. All the children were off to school in the morning.

The Complaint of the Camel

1st Voice : Canary birds feed on sugar and seed,
 Parrots have crackers to crunch ;
 And as for the poodles, they tell me the noodles
 Have chicken and cream for their lunch.

Camel : But there's never a question
 About *my* digestion,
 ANYTHING does for me.

2nd Voice : Cats, you're aware, can repose in a chair,
 Chickens can roost upon rails ;
 Puppies are able to sleep in a stable,
 And oysters can slumber in pails.

Camel : But no one supposes
 A poor Camel dozes ——
 ANY PLACE does for me.

3rd Voice : Lambs are enclosed where it's never exposed,
 Coops are constructed for hens ;
 Kittens are treated to houses well heated,
 And pigs are protected by pens.

Camel : But a Camel comes handy
 Wherever it's sandy ——
 ANYWHERE does for me.

4th Voice : People would laugh if you rode a giraffe,
 Or mounted the back of an ox ;
 It's nobody's habit to ride on a rabbit,
 Or try to bestraddle a fox.

Camel : But as for a Camel he's
 Ridden by families ——
 ANY LOAD does for me.

5th Voice : A snake is as round as a hole in the ground ;
Weasels are wavy and sleek ;
And no alligator could ever be straighter
Than lizards that live in a creek.

Camel : But a Camel's all lumpy,
And bumpy, and humpy —
ANY SHAPE does for me.

C. E. Carryl

Notes :

- plaint* : a poetic word for 'complaint'.
cracker : a kind of biscuit, thin and dry.
crunch : eat, crushing between teeth noisily.
poodle : small dog with thick hair, which is often trimmed and shaved into queer shapes !
noodle : fool.
digestion : changing food in the stomach in such a way that it can be used by the body.
repose : sleep, rest.
roost : sleep, rest (used with birds, esp. hens).
construct : build.
pen : a place for cattle, pigs, etc. fenced in.
protect : keep safe from danger.
bestraddle : sit across (horse, etc.) with legs separated.
weasel : a small, fierce animal that lives on rabbits, rats, etc.
sleek : with smooth hair or fur.
creek : a narrow inlet (of sea or river)

Discussion :

1. A camel feels that other animals are much better off than he is. In what ways are they better off?
2. Do you think that this is an entirely serious poem?

3. The rhythms in the poem are strongly marked. Most lines have a rhythm made by an unstressed syllable followed by a stressed syllable :

Cănáry bĭrds fēed ōn sŭgār ānd sēed
Párrōts hāve érackers tŏ écrunch
Ānd as fŏr the poodĭes, thĕy tĕll mĕ the nŏodlĕs
Hāve éhickĕn ānd éream fŏr thĕir lŭnch

There are variations, as in
fŏr thĕir lŭnch,

in which a stressed syllable follows two unstressed ones.

English verse is measured in 'feet'. A 'foot' has usually one stressed syllable in it and one or more unstressed ones. The first and third lines in the verse above are four-foot lines.

Can you tell how many feet there are in the lines that the Camel speaks?

4. Study the rhymes in the poem. The second and fourth lines rhyme in the verses of the Voices. The first and second lines rhyme in the verses of the Camel.

There are also rhymes in the same line, as in
Canary birds *feed* on sugar and *seed*.

These are called 'internal' rhymes because they occur in the same line. Point out the internal rhymes in the poem. What effect do they have on the rhythm of the poem?

6.

A Strange Fight

Pip was an orphan boy. He was brought up by his sister and a blacksmith's wife. He grew up wandering around the countryside. He had no playmates, classmates or schoolmates because he was not sent to any school. Working-class children were not sent to school in those days.

One day, when Pip was in his teens, his sister sent him to a strange house. It was a large gloomy house that belonged to a rich lady. This lady's room was full of clocks but none of them was running. Someone had stopped them all at once and the same moment. Pip was sent to this peculiar place to be a playmate of a girl called Estella, who was very beautiful but rude and unkind.

Pip spent some time with Estella, and then walked around the house. There seemed to be no one in any of the rooms. He looked in at each window. All the rooms were empty. Then suddenly, at the last window, he found himself face to face with a pale young gentleman. Pip was surprised. The pale young man quickly disappeared and then reappeared beside him. He had been at his studies when Pip peeped in through the window. His hands were inky.

"Hallo, young fellow!" he said.

Pip did not know how to talk to young gentlemen, but he had heard such people say 'hallo' to each other. So he said "hallo" too, but he left out the "young fellow". He thought these words might not be quite polite.

"Who let you in?" the boy asked.

"Miss Estella," Pip answered.

"Who gave you leave to wander about?" he asked.

"Miss Estella," Pip said again.

At this the pale young gentleman said, "Come and fight," and began walking. Pip followed him although he was utterly astonished at this sudden challenge. He did not know what else he could do. The young gentleman spoke as though everybody had to fight with him. So he followed where he was led, as if he had been under a magic spell.

Before the two of them had gone more than a few paces, the young gentleman suddenly turned round and said, "Stop a minute. I ought to give you a reason for fighting. There it is."



So saying, he clapped his hands against one another in a very insulting manner, raised one of his legs, pulled Pip's hair, clapped his hands again, and then dipped his head and butted it into Pip's stomach like a bull. Pip found this last act, the act of

butting, not only insulting, but also very disagreeable, because his stomach just then was full after a heavy meal. So he naturally got angry and hit out at the stranger. He was going to hit out again, when the other dodged him saying, "Ah, would you!" Then he began dancing forward and backward in an extraordinary way. Never had Pip seen anyone dance like that before in his whole life.

"Laws of the game!" the strange boy said, skipping from his left leg on to his right. Then he said, "Regular rules!" and skipped from his right leg to his left. "Come to the ground and

do everything the right way, step by step," he added. Then he dodged backwards and forwards and did all kinds of things while Pip looked at him helplessly.

His movements were so quick and so skilled that at first Pip was afraid of him. But then, his pride got the better of his fear and he decided he was not going to put up with any insults from anyone. What business had this boy's head in the pit of his stomach? So he followed the boy without a word. The boy led him to a corner at the far end of the garden. The place was shut in by the two garden walls that joined there and a heap of rubbish that separated it from the rest of the garden. The boy asked Pip if he was satisfied with the ground and Pip answered that he was. Then he excused himself for a moment and disappeared. He quickly returned with a bottle of water and a sponge dipped in vinegar. Placing these against the wall he said, "Intended for both." Then he began to pull off his clothes. He pulled off not only his jacket and waistcoat but his shirt as well.

The boy did not appear to be very healthy. He had pimple all over his face. But his preparations for the fight were quite frightening. He was about the same age as Pip himself, but he was much taller, and he had a way of spinning himself about that was "full of appearance". There was nothing else that was very striking about him. He was an ordinary "young gentleman". However, his elbows, knees, wrists and heels were very much better developed than the rest of his body.

The boy looked at Pip like a boxing champion aiming his blow. He looked so much like an experienced fighter that Pip lost nearly all his courage. He seemed to be examining his opponent's body in order to decide exactly on which bone he was going to land his first blow. But Pip let his blow in first, and the next moment the boy was lying on his back, looking up at him with a bloody nose. This was the biggest surprise Pip had ever had in his life.

But the boy was back on his feet the next second. He applied the sponge on himself with a show of great skill and began aiming his blow again.

Pip struck his second blow and had the second biggest surprise in his life. The boy was down on his back again, looking up this time out of a black eye. But he was up again immediately, ready for the next round of fighting. Pip knocked him down again, and again he got up, sponged himself, drank water out of his bottle and advanced towards Pip. Pip hit him for the fourth time and he fell down for the fourth time, got up, sponged himself, drank water and came forward, as if he were going to make an end of his enemy this time. But he fell again, and again he got up.

His spirit was really admirable, although he seemed to have no strength at all. He seemed to find great satisfaction in



keeping all the rules of fighting in the ring, but he was getting worse with each fall. For the more Pip hit the boy, the harder his blows became, while he could never hit Pip really hard. He came up again and again and again, until finally he got a bad fall and the back of his head hit the wall. This time when he got up, he turned round and round several times, trying to hit at Pip. But at last he went on his knees to his sponge and threw it up. "That means you have won," he said panting. That was the proper sign to show that he was giving up the fight. It seemed to satisfy him to make the sign.

But Pip was rather ashamed of his victory, although he was not at all to blame for the fight. The boy was so weak and yet so brave! "Can I help you?" Pip asked him. "No, thank you," the boy replied. Pip said "Good afternoon," and the boy said, "Same to you." Then they parted.

Charles Dickens

(Adapted from "Great Expectations")

[This is not the end of Pip's story which goes on to tell of the things that happened to him, the adventures he had as he grew up. Pip meets all kinds of people. The strange thing about his fight with the young man in the story here is that he does not feel the joy of having won in the fight. He feels sad and admires the "young gentleman's" courage.]

If you want to read the whole story, read Great Expectations by Charles Dickens. You will probably also want to read some of his other books: David Copperfield, Oliver Twist, Old Curiosity Shop. Some of you may already have read his beautiful short story, A Christmas Carol.]

Exercises

1. Answer the following questions :
 - a. Who was Pip brought up by?
 - b. Why weren't the clocks in the strange house running?
 - c. Why was Pip sent to this peculiar house?
 - d. What did the pale young boy do when he saw Pip?

- e. Why did the young man want to fight with Pip?
- f. Why did Pip hit out at the stranger?
- g. What did the young gentleman say was intended for both?
- h. What does Pip say about the young gentleman's appearance?
- i. What was the biggest surprise in Pip's life?

2. *Frame questions so as to get the following answers :*

- a. Estella was brought up by a rich old lady. *Who brought up Estella?*
- b. The lady's room was full of clocks. *With what was the lady's room full of?*
- c. The young gentleman spoke as though everybody had to fight him. *What did he do?*
- d. He dodged backwards and forwards and did all kinds of things while Pip looked helplessly on. *Where did he keep dodging?*
- e. The boy led him to an out-of-the-way nook at the far end of the garden.

3. *Add to each of the following sentences a sentence of your own, using the phrase given in brackets :*

- a. This garden is not yours or mine. (belongs to) *it belongs to my mother*
- b. It is easy for you to say all these unkind things about the captain now. (face to face) *you can have a look at him*
- c. You can go home if you aren't well. (leave) *He looked ill*
- d. I laughed when I saw him climbing the tree. (looked like) *He looked like a monkey*
- e. I know why he has not come. (ashamed of) *He was ashamed of his failure*
- f. I have put down on the list everything we must buy. (anything else) *do you want to buy anything else?*
- g. I said I was very sorry about it. (what else)

4. a. 'Classmates' are persons who are in the same class.

Write down at least four other words that end in -mate and mean 'persons who.....'. *school mate, playmate, classmate, roommate*

a sulky a happy place
place a shiny place

b. A gloomy place is a place full of gloom. Write down five other phrases like a gloomy place. The second word in each phrase should end in 'y'.

c. To which of the following words can you add **-ness** and to which **-hood**?

child, man, rude, woman, polite, red, ready, boy, happy, girl.

(In two words, you have to change *v* to *i*.)

5. Fill in the blanks in the following groups of sentences with suitable words chosen from the ones in brackets :

a. I did not notice the snake's hood when it first ^{appeared} ~~disappeared~~ My brother saw it. Then it ^{dis} ~~re~~ behind a bush. When it ^{re} ~~dis~~ I too saw it.

(reappeared, appeared, disappeared)

b. I spoke to her ^{politely} ~~rudely~~ because she was ^{polite} ~~rude~~ at first. When she spoke ^{rudely} ~~politely~~ I was also ^{rude} ~~polite~~

(rude, politely, polite, rudely)

c. Eating with sticks may look ~~strange~~ to you, but it is the ~~usual~~ way of eating in China.

(usual, strange)

“You are old,” said the youth, “and your jaws are too weak
For anything tougher than suet ;
Yet you finished the goose, with the bones and the beak—
Pray, how did you manage to do it ?”



“In my youth,” said his father, “I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw,
Has lasted the rest of my life.”

“You are old,” said the youth, “one
would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of
your nose—
What made you so awfully clever?”

“I have answered three questions, and
that is enough,”
Said his father; “don’t give yourself
airs!



Do you think I can listen all day to such stuff?
Be off, or I’ll kick you downstairs!”

Lewis Carroll

Notes

<i>incessantly</i> :	again and again, repeating often
<i>injure</i> :	do harm to ; damage
<i>somersault</i> :	leap in which one turns heels over head and lands on one’s feet; the hands may or may not touch the ground.
<i>supple</i> :	not stiff; easily bent
<i>suet</i> :	animal fat, used in cooking
<i>eel</i> :	fish shaped like a snake
<i>give oneself airs</i> :	behave as if one were better than others
<i>stuff</i> :	nonsense

Discussion

1. Father William is not afraid to stand on his head, turn somersaults and eat a whole goose. How is he able to do these things?

2. Who do you think did more speaking on the cases, Father William or his wife?
3. This is a nonsense poem, and there are two chief sources for our laughter. What are they?
4. Draw Father William in your notebook (a) standing on his head, (b) turning a back-somersault and (c) balancing an eel on the nose.
5. Find words of two syllables with the last syllables rhyming with the following:
son, head, white, nose, beat, jaw, air

Life in the Sea

The sea is a vast noisy stretch of rolling water that seems to be endless. It covers seventy-one per cent of the earth's surface and spreads over an area of a hundred and forty million square miles.

Now why is all this area filled with salt water? What a waste of land! We need all the land we can find, for millions of people are born every year. Some years from now, there will no longer be enough room on the earth for people to stand on. That is what some people say.

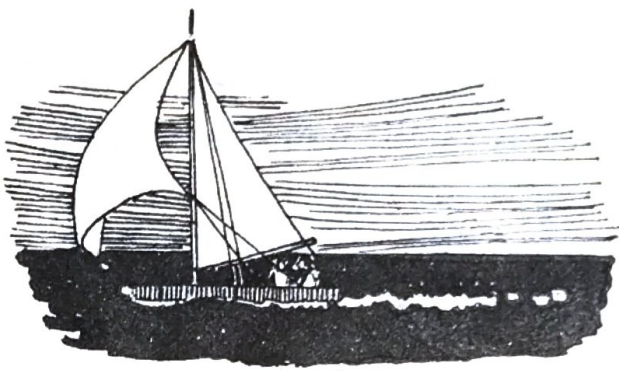
But, in fact, there are many more living things in the sea than there are on land. The sea is the mother of life. Life on the earth began in the salt water of the sea, and millions of years had to pass before it came to land. Even today living things depend very much indeed on water. Did you know your bodies are made mostly of water? They are, although they look very solid. More than sixty per cent of the human body is water. Whenever our bodies lose too much water, we feel very thirsty and have to drink water. And most of the water that we need comes from the sea, in the form of rain.

You know that we get vast quantities of fish from the sea. But do you know how many kinds of fish there are in it? There are more than twenty-five thousand kinds and of each kind there are several millions. If we caught all the fish in the sea, we would get two hundred million metric tonnes of it every year. Now more than sixty million tonnes are caught and eaten each year.

What do the fish eat? Big fish eat smaller fish. But where do all the millions of small fish in the ocean find their food?

Sea water is not full of salt alone. It swarms with tiny living things called 'plankton'. Most of these are too small for our eyes to see. But we can see them if we examine the water under a microscope. Some of them give off a bluish-green glow.

Have you ever been on the seashore at night? If you walk on the wet sand on the seashore after sunset, you will see patches of light at every step. You will also notice that passing boats are followed by trails



of light on the sea. This light is given off by plankton. You can do a 'fire walk' on it as long as you like. It will not burn your feet. It is cold light. It is produced without any heat whatsoever. Scientists are not yet sure exactly how or why these tiny creatures produce it. But whatever it may be for, the light is very pretty to watch.

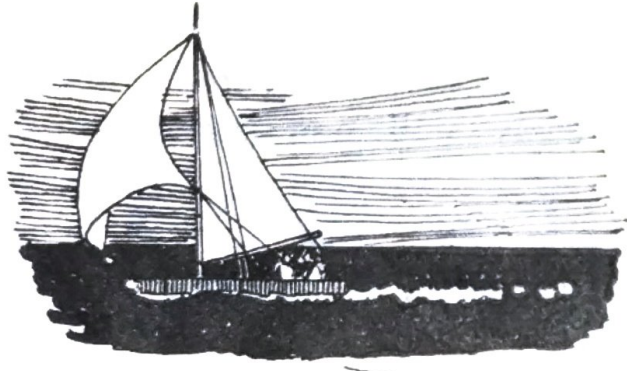
There is vegetable plankton as well as animal plankton. The animal plankton lives on the vegetable plankton, which is called "the grass of the sea". Smaller fish and other sea creatures live on these plankton and bigger sea creatures eat the smaller ones. But huge animals, such as the blue whales, also live on plankton alone, without eating other fish.

Vegetable plankton cannot live without sunlight, of which there is very little below the surface of the sea. So all the plankton is found on the surface. Therefore the food of all sea life is stored in the surface water.

The sea has not only its own 'grass', but plants as well. These are seaweeds. But seaweeds do not draw up food with their roots from the soil as plants do on land. No soil can stay still in the moving water of the sea, only rocks can. So seaweeds use only roots for sticking firmly to the rocks. The root of a weed

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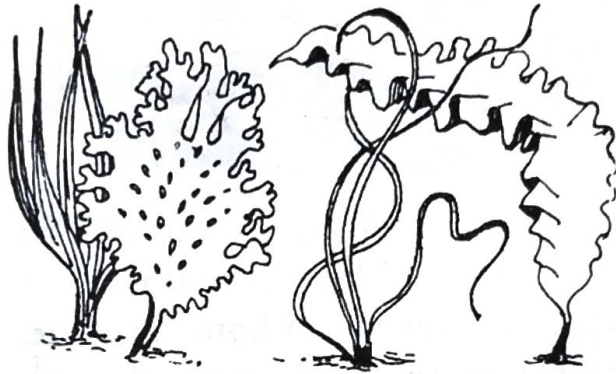
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is therefore called a 'holdfast'. To make their food, seaweeds depend on sunlight. With the help of sunlight they change the carbon dioxide in the water into food. Therefore there are no seaweeds deep down in the sea, beyond the reach of the sun's rays.

Seaweeds have no true trunks, leaves or flowers. Instead, they have stalks and blades that look like the trunks and leaves



of trees. But there are weeds in the sea that grow as tall as trees. The type of weeds called 'kelp' often reach a length of twenty feet. They grow in very large numbers in the Antarctic Ocean and form

vast under-sea forests. These forests, however, are not green, but brown in colour. Seaweeds too have got the green matter called chlorophyll which makes the leaves of trees green, but their chlorophyll is usually hidden by other colours. So most seaweeds look brown or red.

Kelp contain a great deal of protein. So they are very useful to farmers as fertilizers. Then there are red seaweeds which are usually found in the warmer seas. They are not only good to look at but good to eat. Tons and tons of them are gathered every year in eastern countries to be dried, cooked and eaten.

Animals in the sea can be divided into three groups according to their ways of moving about.

First, there are animals that stay at the bottom of the sea, sticking by the roots. Corals and mussels belong to this group. Starfish and many worms that burrow along the bottom can also be put in this group.



To the second group belong the free swimmers— whales, porpoises and all the fishes.

The third is the drifting group, to which belong the plankton that drifts in the current. They do not move by themselves. They move because the water moves, because they are carried along in the current.

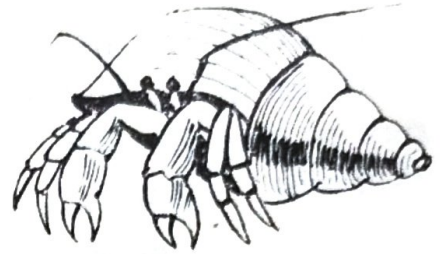
Animals in the sea live in three different zones. The first zone is the top zone or the surface zone. It is called the 'tidal zone' because it is affected by the high and low tides. The second or the 'middle zone' is between fifteen and thirty metres deep in the water, and the third or 'bottom zone' lies beyond forty metres deep. This is the zone of the great ocean depths. The sea is not actually divided into these three zones. There are no lines that mark their boundaries. The division is an imaginary one made by scientists for the purpose of their studies.

Animals that live in the tidal zone have to put up with continuous change. Every day and every night, they are sometimes under several feet of water and sometimes open to the air and sun. Very interesting creatures live in this zone, some of which are the sea anemones, sponges and the hermit crabs.

The first discoverers of sponges, sea anemones and sea lilies thought that they were flowers. But they are in fact animals. The anemone has organs called 'tentacles' that glow like the petals of a flower, and this animal does really look beautiful like a flower. But their petal-like tentacles have got stings in them and they use these stings to kill other animals. Their beauty is, however, remarkable. Together with corals, they often make the bottom of the sea look like an under-water garden.

One of the most interesting animals of the tidal zone is the hermit crab. This creature steals, not food, clothes or money,

but a house! It lives in the empty shell of a sea snail. Sometimes it eats a sea snail and occupies its shell, finding food as well as lodging in one hunt. When it grows too big for the shell it lives in, it leaves it and looks for a larger and more roomy one.



The largest number of living things in the sea are, however, to be found in the second or middle zone. This is because this part of the ocean gets enough sunlight for plants to live on. There are strange and lovely-looking plants in this zone. Hundreds of kinds of fish swim about here. Vast quantities of molluscs are also found in these waters.

The third zone, called the 'abyssal' zone, can be divided into two parts, the upper part and the lower part. In the upper region live whales, porpoises, jellyfish and several other kinds of animals and fish. These do not go very deep.



But how deep is the sea?

There is no single answer to this question because the ocean floor is nothing like a flat plain. Its depths vary so much that it is useless to talk about an average ocean depth. There is an area near the Philippine Islands that is six and a half miles deep. Mt. Everest, the world's highest mountain peak, would sink about a mile below the surface of this sea. What will it be like at such a depth, under miles and miles of water? It will be freezing cold and totally dark. Not a ray of sunlight

goes that deep, and if ever we got down there, we would be crushed into jelly by the weight of the water. Imagine carrying six miles of water on your head! And the water would be pressing against you all round. The pressure will be five tons every square inch.

But even at this depth you will find living things. The fish in this region have unusual shapes. They have thin and slender bodies, weak bones and very soft flesh. Some of the creatures that swim about here are blind. What use are eyes in total darkness? These blind animals have very long arms to feel for their prey and catch it with. Some have such large mouths that they can eat other animals as big as themselves. Another kind of deep sea animal makes its own light in its own body. Some animals shine all the time and some can turn their lights on and off like flashlights. Then, there are animals with very large eyes with which they make the best of the very little light that there is.

All these animals swim about in search of prey, making all kinds of noises. So you would not find the dark depths of the sea any more silent than a forest. If you went down there, you would find yourself in a world of shrieks, mews and ghastly moans!

Exercises

1. *Answer the following questions in as many sentences as required by the numbers in brackets :*
 - a. Why do we need all the land we can find? (2)
 - b. What makes us feel thirsty? (2)
 - c. What brings fresh water to land from the salt water of the sea? (1)
 - d. How can we see one of the living things called plankton? (1)
 - e. Where can we go 'fire-walking' without burning our feet, and when? (1)

- f. What is called 'the grass of the sea'? (1)
- g. Where is all the food of the sea stored, and why? (1)
- h. What are 'holdfasts' for? (1)
- i. What are underwater forests made up of? (1)
- j. How do we divide animals of the sea into three groups? (1)
- k. What makes the sea look like an underwater garden in some places? (2)
- l. What are the three zones of the sea? (1)
- m. In which zone of the sea do the largest number of sea animals live and why do they live in that zone? (2)
- n. What is striking about animals that live in the depths of the sea without any sunlight? (1)

2. *Fill in the blanks with suitable words from those in brackets:*

- a. Our ship was in the middle of the——. We saw nothing but ——all around. The blue sky met the water at the——.
(water, horizon, ocean)
- b. The——of the mercury shows the degree of——. When the mercury goes down to 'zero', water will——.
(temperature, level, freeze)
- c. Your heart and lungs——the cage that your ribs make. When you breathe in, your——fill with air. You breathe out——after you have breathed in. But when you hold your——, breathing out is not——.
(lungs, breath, immediate, occupy, immediately)
- d. This seashore is a long——of white sand. If you look in the sand, you will find beautiful——sometimes. Is there any sea that has no——? No, the seashores form the——between land and sea. (boundary, shore, stretch, shells)
- e. ——grows on the moon. You will see not a——of grass anywhere on it. (nothing, blade)
- f. Buy——here. The——is very good for——. You can sow any——of seed in it. You need not put ——a pound of fertilizer in it. (type, even, soil, land, farming)

3. *Add a sentence of your own to each of the following. Use the words in brackets.*

- a. A team of scientists will be coming here next week. (explore, oil)
- b. Why do the bees gather so much honey? (store, hive)
- c. Let us build a house on this rock. (firm)
- d. He is all skin and bone. (flesh)
- e. Don't get frightened. (snake, worm)
- f. You can't swim in this pond. (weed)
- g. How much paint shall I buy? (area, floor)
- h. Is the earth really round? (scientists)
- i. I must not lose my job. (depend)
- j. Ice is made of water. (but, drink, solid)
- k. All roses are not of the same colour and size. (various)

4. *Study the following sentences :*

1. This is the hole *in which* the snake lives.
2. This is the hole the snake lives *in*.

In sentence 1, the second part begins with **in which**. But in sentence 2, **in** comes at the end, **which** is left out.

The following sentences are like sentence 1, above. Rewrite them so that they will be like sentence 2 :

- a. Here is the well from which they draw water.
- b. Look at the tin bucket in which they bring the water up.
- c. And that is the rope by which the bucket is pulled up.
- d. And here is the tank into which the bucket is emptied.
- e. But where is the pulley on which the rope goes up and down?

5. *Join each two of the following sentences into a single sentence, using **when**, **where** and **why**.*

Examples

1. I used to play in a garden. This is that garden.
This is the garden where I used to play.

2. You failed for some reasons. This is not one of them.
This is not one of the reasons why you failed.
 - a. The house was being built. That was the time.
 - b. My grandparents lived in a village. That village was Jaipur.
 - c. I said so for a reason. This was the reason.
 - d. The saint's body was buried in a garden. Let's go and see that garden.
 - e. The camera clicked. His eyes were shut at that time.
 - f. We lost the game for several reasons. Your absence was not one of them.
 - g. I want to work in several places. Kakgarh is not one of them.
 - h. At certain times we should think of expenses. This is not such a time.

6. Look at these sentences :

Fish are very lovely to watch.

You are too big to carry.

Make sensible sentences of the same kind from the table below :

Your shirt	is	hard		draw.
Those boxes		too heavy		crack.
Walnuts	are	too tired	to	carry.
Trees		very difficult		walk.
I	am	easy		iron.

Until I saw the sea

Until I saw the sea
I did not know
that wind
could wrinkle water so.

I never knew
that sun
could splinter a whole sea of blue.

Nor
did I know before,
a sea breathes in and out
upon a shore.

Lilian Moore

Notes :

wrinkle : a small fold on the skin or the surface of something.

splinter: break into sharp little bits, as glass.

Discussion :

1. When there is no wind, what does the water in a tank or pond look like? Does the smooth surface suggest anything to you?
2. Have you ever noticed wrinkles in the sky? What made those wrinkles?
3. Can the sea ever be without wrinkles?
4. Talk about how the sun splinters the sea.
5. What movements of the sea suggest that it is 'breathing'?
Is it the forward rush of the waves on the shore and their going back, or is it the flow and ebb of the tides?

Whales

Whales are the largest animals in the sea. You know that the largest animals on land are elephants. But, compared to a whale, an elephant is a tiny creature. If you put an elephant by the side of a whale, it would look like a cat but for its shape. Whales are huge and heavy giants. The largest whale, the blue whale, grows about a hundred feet long. Some of them weigh more than a hundred and twenty tons, while the normal weight of an elephant is not more than seven tons. A whale eats two or three tons of food at a single meal.

If whales eat so many tons of food at each meal, you may wonder how there is any fish left in the sea for us to catch! But the oceans are vast, and not all whales eat so much fish. The 'blue' whales live wholly on plankton. A stretch of plankton, you know, is spread over miles and miles of sea water.



Smaller than the blue whale in size is the 'sperm' whale. It grows to a length of about sixty feet. Inside its huge skull there are large spaces filled with a clear oil called 'spermaceti', which is used in making candles and cosmetics. It is from this 'spermaceti' that 'sperm' whales get their name. These giants of the sea eat not tiny plankton, but gigantic squids, which are themselves nearly thirty feet long. When these squids stretch their arms out, they are almost fifty feet long, almost as long as the whales that come to eat them. The

sperm whales are powerful divers. They dive fifteen hundred feet deep in the sea and fight fierce battles with the giant squid. Their battle may sometimes go on for a whole day before the whale can swallow the squid.

But whales cannot breathe under water. If water got into their lungs, they would drown just as we would. When these animals want to breathe, they come up to the surface of the water, draw in a breath of air and go down again. Scientists say that whales were originally land animals, which later learned to live in the sea. They are not fish. They do not lay eggs as fish, birds and snakes do. They bring forth and suckle their young as do human beings, cows, dogs and elephants.

Now, how can these whales dive down to such depths and stay there so long? How often can they come up and breathe in the middle of their battles with the giant squid? Well, they do not have to breathe as many times as we do. They breathe in several roomfuls of air at a time and can hold their breaths for quite long intervals.

Their lungs as well as stomachs are as large as the rooms in our houses. In fact a man can walk about inside a whale's stomach. Some years ago there was a report in the newspapers about a man who did so.

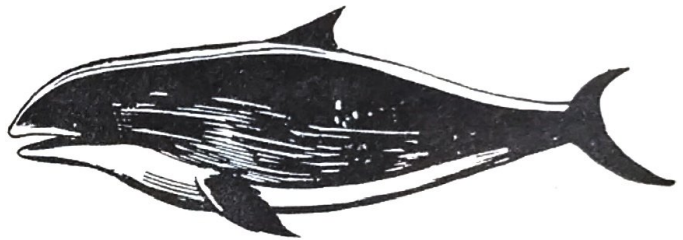
This man was swallowed alive by a whale, which was then caught by his companions. When they opened the whale and took him out, he was in a faint, but not dead. His face and hands had suffered serious burns, while his clothes and shoes had protected the rest of his body. When he came to himself, he told his friends what had happened inside the whale. He walked about in the sea giant's stomach, feeling its walls in the darkness to see if there was any outlet through which he could escape. He found none. He was wondering what to do next, when the whale began to digest him. His

face and hands were burnt by the digestive acids of the whale's stomach.

But that whale swallowed the man by accident, along with several tons of plankton. Big whales normally do not kill human beings or other large animals. Whales that do kill are the fierce 'killer' whales. These are small whales, about fifteen to twenty feet long and three or four tons in weight. They get together in packs and kill mercilessly any animal they catch sight of. They will kill even a blue whale.

About the same size as the 'killer' whales, but very different from them in nature, are the dolphins. These are remarkably good-natured creatures and very friendly towards men. There are several sailors' tales in which dolphins offer men rides on their backs, and some of these tales may have some truth in them. Dolphins do

often come and play with swimmers in the sea, and some of them have let their human playmates ride on their



backs. They have also been seen playing games. They play with wood, life-buoys and other things they find floating about on the water.

Dolphins are perhaps the most intelligent sea animals. They are very easy to tame, and they can be trained to perform various tricks. In several countries there are 'oceanariums' where you can watch dolphins perform the tricks they have been taught. But before you decide to get a dolphin of your own for a pet, you must find out how much it will cost to keep one. You may have to buy about forty pounds of fish a day to feed it!

Dolphins make various whistle-like calls to each other. All whales make sounds to call their companions, sounds like the creaking of gates and the whistles of trains!

Now, why did the man in our story let the whale swallow him? What was he doing so close to it? He and his companions were trying to kill it. They were whale hunters, or 'whalers'.

Whales are hunted because men can get various valuable products out of their bodies. Under a whale's skin there is a kind of fat called blubber. This layer of blubber is six to twelve inches thick, and it keeps the whale warm in the cold ocean water. And from this blubber we get whale oil. One large whale's blubber yields about thirty tons of whale oil. Whale oil is used in making soap, margarine (artificial butter) and several other things. Whale-bone and whale meat also bring large profits to the hunters. Next, from the whale's stomach we get something called 'ambergris'. Ambergris is very valuable. It is used in manufacturing expensive perfumes.

Whale hunting, however, is not an easy occupation. It was extremely difficult and risky before modern methods and machines began to be used. To kill a whale the hunters used spears called harpoons. These harpoons had very long and strong lines tied to them. When the hunters saw a whale, they would leave their ship in small boats with a number of harpoons. When the boat got near enough to the whale, a hunter would throw a harpoon with all his strength at the head of the whale. If the harpoon hit the whale, the whale would dive down or swim away at a great speed, and the harpoon line would 'pay out' as the whale moved. Should it dive deeper than the length of the line, the hunter would let go and get ready with another harpoon. If he did not let go in time, his boat would overturn. When the whale swam away, however, the hunter did not let go, and his boat was often pulled several miles by the wounded whale before it died. When the whale was dead, the hunters would row back to their ship. And later the ship picked up the dead whale.

Modern whale hunters use motor boats fitted with 'harpoon guns' which can shoot the harpoons at the whale. As whale hunting has become easier and safer, larger and larger numbers of whales are being killed. Seven hundred and fifty thousand of these gigantic creatures have already been destroyed since the beginning of our century. If this kind of thoughtless killing had not been checked, there would have been no more whales left in the world. But some years ago the countries of the world agreed to control the killing, and whalers are allowed to hunt only a certain number of whales each year. No one wants the largest animal on our planet to disappear. That would leave the earth a poorer place.

Exercises

1. *Answer the following questions :*

- a. Where does the largest animal on the earth live?
- b. Which whale lives on plankton?
- c. Which whale gets its food more easily, the blue whale or the sperm whale? Give reasons for your answer.
- d. Why do scientists say that whales were land animals long ago?
- e. Can we put whales in the class of animals called fish?
- f. How large are the lungs of whales and why do they need such large lungs?
- g. How did the man in the newspaper report get serious burns and where were the burns on his body?
- h. How do killer whales destroy their bigger cousins?
- i. What kind of whales would make good pets? Why?
- j. How can there be any truth in the sailors' tales about dolphins and their riders?
- k. Why do men hunt whales?
- l. How were whales hunted in earlier days and how are they hunted now?
- m. Why should whale-hunting be checked?

2. Rewrite the following sentences using **would** and without changing their meaning :

- a. The sick king was in the habit of sitting back on soft pillows near his bedroom window and looking out on his capital city.
- b. Every day he ordered one of his ministers to go round the city and see that justice was done to his subjects, rich or poor.
- c. Every evening he asked his Chief Minister whether twenty beggars had been fed that day in the capital.
- d. Another habit of his was to send for ten school children once a week and ask them about their lessons.
- e. Every night, after a light supper of fruit and milk, the king asked the court musicians to play by his bedside for an hour.
- f. Even when he got better, he continued to listen to music every night.

3. Fill in the empty places in the following sentences with suitable words from the following list. Use each word twice :

eating/swimming/climbing/reading/playing

1. I enjoy _____ in our swimming pool. But _____ in the sea is risky.
2. Are you talking about _____ trees? The most exciting thing for me is _____ a coconut tree. It is exciting because it is dangerous.
3. _____ may make some people learned, but I don't like _____ all the time.
4. _____ is good for the health. I don't mean _____ cards, of course !
5. _____ relieves us from hunger. Some people find great pleasure in _____.

4. Fill in the blanks with suitable words chosen from those in brackets :

1. (shallow, surface, dive, bottom) You can _____ in the well and take the bucket out. The well is quite _____. It will be only ten feet from the _____ of the water to the _____.

2. (breathe, lungs, occupy, immediately) Your heart and lungs _____ the cage made for them by your ribs. When you breathe in, your _____ fill with air. You _____ out _____ after you have breathed in.
3. (alive, single, whole) "I searched the _____ house, but did not find a _____ mouse _____," said the cat.
5. *Refer to the dictionary and find out on which syllable these words are stressed:*
- | | | | |
|----------|----------|----------|-------------|
| elephant | creature | gigantic | surface |
| internal | protect | accident | intelligent |

A Narrow Escape

This is a story from the novel, "The Cloister and the Hearth" by Charles Reade (1814-1884). Gerard was a gentle and kind-hearted young man who lived in the Netherlands. His handwriting was beautiful and he could also draw very well. So he worked for a monastery as a writer and artist. Gerard was happy with his work and his quiet life, but before long he was to go on a long journey that was full of adventures. For someone brought false complaints against him and he was put in prison. Gerard escaped and ran away. While he was running away, a soldier called Denys joined him, and they decided to go to Rome together. They had no carriages or horses and had to walk all the way. It was a long, long walk, during which they had many exciting adventures.

Gerard and Denys were passing through a forest, a few miles from Dusseldorf. Gerard carried an axe with a long handle, and Denys, a crossbow. These were the only weapons they had to defend themselves against robbers as well as wild animals. They had been warned about murderous robbers who attacked travellers.

But neither robbers nor wild animals had actually been seen around yet. And Gerard felt safe in Denys's company. So he decided not to worry about them. He walked beside his companion, lost in day-dreaming.

Suddenly, Denys laid a hand on Gerard's shoulder, saying "hush". He said it in a low whisper, but it sounded louder than thunder in Gerard's ear. He heard a rustling noise in the wood near by. Then 'twang' went Denys's crossbow and "Run!" shouted Denys. "Run forward and guard the road. He's hit! He's hit!"

Gerard ran forward. As he ran, a young bear rushed out of the wood right upon him. Finding its path barred, it immediately

went back upon its hind legs with a snarl and opened its jaws and claws for an attack. Gerard raised his axe and struck a powerful blow on the beast's nose. The poor creature fell down. Excited with his quick victory, Gerard hit it again and again with all his force.

"Stop it!" commanded Denys. "You're being stupid, spoiling good meat."

"What?" exclaimed Gerard, "Do you eat robbers?"

"Raw bears can be roasted, you silly," Denys said, laughing. "What's the matter with you? You've been hitting a bear, not a robber. It's a young cub, and its meat will be excellent."

All along on their way the two friends had been told stories of robbers. Gerard's head being full of these stories, he had believed that Denys had shot his arrow at a robber. It was not easy to recognize robbers and Gerard had heard they often wore bear-skin.

Denys handed his bow over to Gerard and said he was going to carry the dead bear. "We'll carry it by turns," Gerard offered. "Poor thing! How its blood drips!" he said as Denys lifted it up. "Why did you kill it?"

"For supper," answered Denys, "and for the reward we shall get in the next town."

In those days rewards were offered to hunters who destroyed wild beasts. These animals were dangerous to human lives, and besides, they killed cattle and damaged crops.

"We didn't have to kill so young a cub," Gerard protested. "I'm sure its mother loves it as dearly as ours love us. She'll miss it badly tonight."

"But how do you know she's alive?" Denys asked. "I'm quite sure this cub's father and mother have both been already killed and neither of them will come to claim it."

Gerard thought this made the deed even worse. "Then we've killed an orphan, who was all alone in this world. He had no one but God to look after him," he said.

"What's flowing in your veins?" asked Denys. "Is it blood or milk?" Feelings of pity like Gerard's were not considered to be manly in those days.

"If we all looked at our actions as you look at them," Denys went on, "there would be no more hunting or fighting. No one would win any honours in wars, nor would there be any exciting sports in peace."

Gerard did not listen to the last part of these remarks because his ear was attracted by a sound coming from behind him.



Something heavy, but not hard, was rushing over the dead leaves. He turned round with a little curiosity, and what did he see? At a distance of about sixty paces, a huge animal was advancing towards him. It was the mother bear!

"Denys! O Denys!" Gerard called under his breath.

"The mother!" whispered Denys hoarsely.

She was coming in search of her cub, following its track with the help of its scent. Suddenly she raised her head and rushed madly at the two men with open jaws and fiery eyes.

"Shoot!" screamed Denys. But Gerard was motionless with fear.

"Too late, climb up a tree, you fool!"

Shouting out these words, Denys threw down the dead cub, pushed Gerard across the road, ran to the first tree and climbed it as fast as he could. Gerard climbed another tree. They got time to climb because the bear stopped by her cub for a minute. But the moment she found it was dead, she flew to Denys's tree and started climbing it steadily.

Unluckily, Denys had climbed a dead tree. It had no branches, and there were no other trees nearby. Sitting at the very top of the tree, Denys looked at the bear. He looked at death approaching him slowly, but surely. In a few minutes its jaws would close on him. But he decided to meet it like a man.

When Gerard saw the danger in which his companion was, his fear turned to anger. He slipped down his tree in a second, picked up the crossbow that he had dropped on the road, ran to Denys's tree and shot an arrow into the bear with a loud yell.

"Keep off, or you are a dead man!" cried Denys.

"I don't care!" Gerard shouted back and shot another arrow into the bear, screaming, "Take that!"

"Get away, you idiot, get away!" Denys was roaring. He was right. The bear was now slipping fast down the tree to attack Gerard. Gerard ran swiftly back and climbed his tree, but before he could get beyond the bear's reach, she struck at his

legs with her forepaw, tearing his clothing off along with a piece of flesh. But he climbed and climbed.

"Go out on that branch!" he heard Denys shout. He threw himself across a big branch and moved off to the end of it.

From there he watched the climbing beast. The bear was mounting steadily up. She arrived where Gerard's branch started. His heart stood still. But then he thanked God. The bear was climbing straight up the trunk of the tree. She had not noticed him on the branch.

But soon she realized her mistake. She slowly climbed down to Gerard's branch and advanced towards him. There was now no escape for him from death. If he jumped off, he would fall forty feet down and break his bones. And if he did not jump off, the bear would crack his skull in her jaws. His blood froze with fear.



Then suddenly he heard a twang. He looked down. There on the ground stood Denys taking aim with the crossbow. 'Twang!' came another arrow, and another. But the bear moved on towards Gerard. He saw her bloodshot eyes as in a mist. Her jaws were opened wide and her hot breath was on his face. 'Twang! Twang!' More arrows! The angry bear's jaws snapped shut. Gerard heard the noise, but he felt nothing. They had missed him. They had closed in the air an inch from

Gerard. Then the huge beast's heavy body fell down to the ground with a loud thud. It was dead.

It was a narrow escape for the two friends.

Exercises

1. Answer the following questions :

- a. How did Gerard's adventures start?
- b. What weapons did Gerard and Denys carry, and why?
- c. When did Gerard 'awaken' from his day-dreaming?
- d. Why did Gerard mistake a bear cub for a robber?
- e. What did Gerard think about when he saw the dead bear cub?
- f. What did Denys think about Gerard's pity for the cub?
- g. What made Gerard stop listening to Denys?
- h. What gave Denys and Gerard time to climb trees?
- i. What made Gerard's fear turn to anger?
- j. What made the mother bear climb down Denys's tree?
- k. How narrow was Gerard's escape from death?
- l. Who saved whose life in this story?

2. Fill in the blanks with the words or phrases below using them in their right forms. You can use all the words twice except the ones in italics.

a. **spill** **cry** **do** *make up* *be* *not spill*

It is usual for children to spill their milk on the table. And when they do so, they begin to cry. But do is not the best thing to do on such occasions. The best thing to do when you have spilt your milk is to be your mind to be careful from the next time on. Decide not to spill milk ever again.

b. **borrow**, **lend**, **buy**, **sell**, **get**, *not borrow*, *not lend*, *not lose*.

I have come to borrow your text book, but you say you want to borrow mine. So now we have to get from someone who has got a book to lend. Of course, the shopkeeper has got enough books to sell, but have you got the money to buy one? The shopkeeper won't be willing to lend.

Anshu

books, will he? I don't intend to buy a book now. Second hand books are not easy to get these days. Our teacher tells all the pupils to buy secondhand books. My father has told me not to lend my books to anyone, and my mother has told me not to borrow books from anyone. They have both warned me not to lose my books. But I have lost my English Reader.

3. Rewrite each pair of sentences as one sentence, using **being**, or **having**.

a. **Example:** The Blues are a strong team. They will surely win.
Being a strong team, the Blues will surely win.

1. He was a doctor. So he knew what his illness was.
2. She is herself a singer. She does not have to find someone to sing for her.
3. I had a bad cold. So I did not go out that evening.
4. I have paid for the show. Let me go and see it.
5. We had been there before. So we were able to find our way around the town without a guide.

b. **Example:** The sky was clear. So we were able to see the star.
The sky being clear, we were able to see the star.

1. The shop was shut. So he was unable to buy the book.
2. The baby was asleep. So the mother stopped singing.
3. The rain had stopped. So we shut our umbrellas.
4. The sun had risen. So we packed up our sleeping bags and started.
5. The mail was late. So I had to wait.

4. Fill in the blanks with suitable words chosen from those in brackets. You can use the same word more than once.

(either, or neither, nor)

1. I'm going _____ by train _____ by plane. I'm going on foot.
2. You must _____ use your scooter _____ sell it. Don't let it rust.
3. There are shady trees on _____ side of the road. It will not be hot.

4. I like neither of these houses. Let's go and look for another one.
5. neither a boy nor a man can climb to the top of this tree. A monkey can.

5. Rewrite each sentence, taking the quotation marks off and using **to** :

Example: He told me, 'Jump'.

He told me to jump.

1. 'Take the parcel away,' the manager told the porter.
2. We told the photographer, 'Take our photographs.'
3. Mother told us, 'Don't stand in the hot sun.'
4. The teacher told the pupils, 'Write the story at home.'
5. 'Don't forget to bring fountain pens,' she told them.

Pandora's Box : Troubles

Q 1

Long, long ago, when the world was young, all the people too were young. They were all young children like you. There were no grown-ups to look after them because they did not need to be looked after. There was no danger of any kind to fear, nor were there any troubles to worry about. The weather was neither too cold nor too hot. It was always cool and pleasant so there was no need for any warm clothing. Clothes were worn just for pleasure, and they did not have to be either made or mended. The trees in the woods bore them as they bear flowers now. When the children wanted to change their clothes, they just took them off the branches as we take our clothes off the hangers. Food too grew on those trees ready to eat. Therefore there was no work to be done, neither farming nor weaving. Nor were there any teachers to ask the little people to do any home-work. All the school subjects were already in their heads. They could repeat, without thinking, the multiplication tables, the rules of grammar, the dates of history, the names of rivers and mountains, oceans and continents in their geography books, or whatever else you now have to learn by heart. So all time was playtime and young people had to do nothing but laugh, sing and dance all day. They never quarrelled among themselves either. Everybody understood everybody else perfectly, and there was nothing to quarrel about. Then something very sad happened.

One of the little people of those glorious days was Epimetheus. He had a playmate and companion called Pandora. One day, when Pandora came to Epimetheus's cottage she saw in the middle of the sitting room, a large box. Now, you can guess what her immediate question was.

"What have you got in that box?"

"That's a secret, Pandora," replied Epimetheus.

"A secret!" Pandora exclaimed. "What is it?"

"I wish I knew."

"You don't know?" Pandora asked, unbelievably. "I promise, I'll tell nobody else about it."

"I would share it with you if I knew it," Epimetheus told her, "but I honestly don't know it."

"Why don't you open the box and find out what's in it?" Pandora asked him. "If I found a box like this in my room, I would open it at once and have a look," she declared.

"And so would I," said Epimetheus, "but brother Prometheus told me never to touch this box."

"But I haven't been told anything. Do you think Prometheus would mind if I opened the box?" Pandora asked, hoping to find an excuse.

"He certainly would," said Epimetheus. "He said this box must never be opened."

"Never?" Pandora exclaimed. "That's impossible. How can we live in peace with a secret that we are never to find out? I must open it and have a look. Where's the key?" she asked.

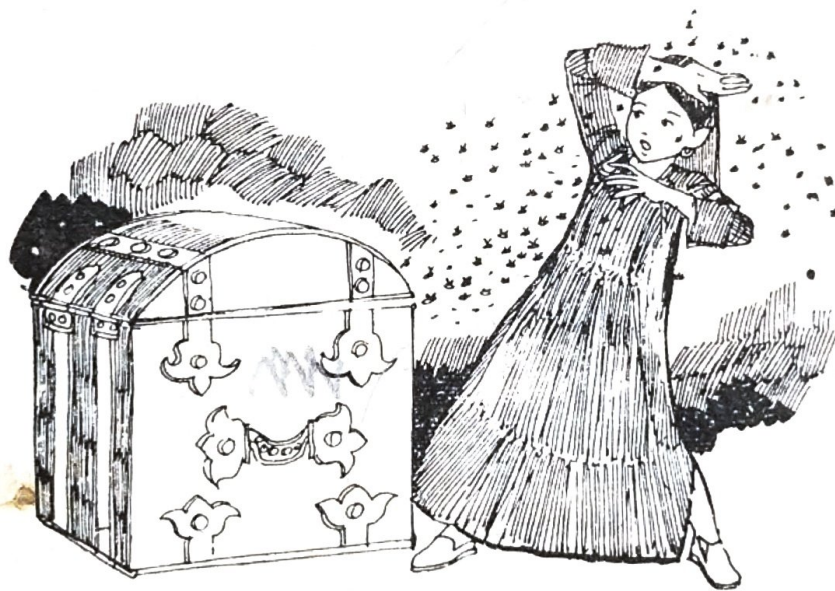
"I don't think it has a key," Epimetheus said quietly.

"So it isn't locked!" said Pandora, very excited. "Come, let's lift the lid and have a peep. Just a tiny little peep. It won't take a second."

"I've promised not to touch the box, Pandora," said Epimetheus, "let's have some lunch."

"I don't want any lunch," replied Pandora. "I'm not hungry yet."

So Epimetheus went out alone. Pandora did not even notice that he was going out. Her eyes were fixed on the box. It was made of a very fine dark wood and its surface was so finely polished that she could see her face on it as in a mirror. She slowly went near it. She was now determined to open it, so she placed a hand on it. Now, what was that strange shiver? Her hand felt it quite clearly. It was as if things were moving inside. Were there any living things in it? She bent down and pressed one of her ears close to the lid of the box. Now, what was making all those noises? She listened harder. Now she seemed to hear the noises more and more clearly. There were noises like the buzzing of bees, the flapping of wings, whistles, grunts, snarls and growls. The noises were very faint. She could hardly hear them through the thick sides and lid of the box. Now Pandora's mind was fully made up. "I must open this box and have a look inside, come what may," she said to herself. She took a deep breath. Then holding the lid with both her hands, she pulled it upward with all her strength. But the next



moment she shut it with a bang. Did she see what was in the box? No. For, instead of looking into the box, she had closed her eyes tight. She felt that swarms and swarms of ugly, flying things had burst out of the box in a cloud of dust. She

sneezed violently several times. When her sneezing fit ceased, she heard a loud scream. "Oooh! I'm stung!" It was Epimetheus, who had come back to the cottage.

"I'm stung," he cried. "Oh, why did you open that wicked box, Pandora! Look at what you've brought out of it."

Pandora looked about. At first she could hardly see anything clearly through the cloud of dust that filled the cottage. But she heard a disagreeable buzzing. And when her eyes got used to the dimness, she saw a crowd of ugly little shapes with wings like those of bats. They looked really wicked and had long, sharp stings in their tails. Now she knew why Epimetheus had screamed. Who would not scream if one of these spiteful monsters stung him?

Suddenly, Pandora herself began to scream as if she had been stung too, but she was not actually stung. A creepy little insect had just settled on her forehead. It was about to sting her, when Epimetheus rushed to her and brushed it away.

Now, what do you think were those swarms of ugly little beings? They were earthly troubles. All aches and pains, all diseases, all cares and worries, all kinds of envies, jealousies and wickednesses were among them, and so were all the other sorrows of mankind. In that box had been shut up all the physical and mental troubles of the world. If only Pandora had left it alone! Or, the box having been opened, the two of them could at least have shut all the windows and doors of the house and run out. But this was not what they did. To get rid of the insects that came flying thick and fast at them, they threw all the windows wide open. And before they knew what was happening, the troubles had flown out into the world and were stinging everybody. It was as though there had been a sudden outbreak of some disease. Everybody came down with fevers, and cried in pain. For days together not a child smiled.

Had not Pandora opened that wicked box, the world would have stayed young and happy for ever. For, out of that box came disease, decay and death to spread all over the earth. Then flowers began to wither and fall, and people to grow old and die. They have done so ever since.

Exercises

1. *Answer the following questions :*

- ✓ a. What was life like in Pandora's times?
- b. Why were there no schools in those days?
- c. Why didn't anyone cook any food?
- d. What food grows on trees and plants today?
- e. Who made clothes for Pandora?
- ✓ f. Where did Pandora see the box?
- g. Why didn't Epimetheus help Pandora open the box?
- h. What made Pandora open the box when Epimetheus was away?
- i. Why did Pandora shut the box as soon as she opened it?
- j. Why did Pandora and Epimetheus throw all the windows open?
- ✓ k. What troubles did Pandora's box bring into the world?
- ✓ l. What would things have been like now, had not Pandora opened the box? (Answer in three or four sentences, using **would have**).

2. *Read the following conversations :*

Pal : I've got two bicycles.

Jal : I wish I had at least one.

Mira : My mother is a teacher.

Nila : I wish my mother were one too.

*Now complete the following conversations with suitable sentences. Begin your sentences with **I wish**, and also use **had** or **were** as in the examples.*

- a. Raj: I've got a white rabbit.
Nila: *I wish I also had one*
- b. Sheela: My house is on the bank of a lake.
Bala: *I wish I had mine also*
- c. Mina: I've got two elder brothers.
Chaya: *I wish I had atleast one*
- d. Pal: My uncle is an Air India pilot.
Kal: *I wish was*
- e. Mala: I have got a sitar and a guitar.
Sita: *I wish*
- f. Roi: This sum is very easy.
Joi: *I wish*
- g. Rupa: Lend me five rupees.
Lila: *I wish I had*
- h. Mohan: You look very happy.
Sohan: *I wish*

3. Read the following conversations :

- a. Jal: I can't do this sum.
Sai: Shall I help you?
- b. Man: Where's the Principal's room?
Pupil: Shall I take you there?

Now complete the following conversations with suitable sentences. Begin your sentences with **Shall I, Shall we.....** etc. Use the words in brackets :

1. Raj: I've got no books to read.
Vig: *Shall I* (lend) *lend you*
2. Nur: I've forgotten his telephone number.
Sur: *Shall I* (look it up) *in the P*
3. Mod: I feel very thirsty.
Vin: *Shall I* (get) *I get you*
4. Sri: Raj isn't well.
Dev: (send for) *doctor*

4. Study the uses of **must** and **can** in the following sentences :

- a. I must sell my bicycle. = It is necessary for me to sell my bicycle.
- b. I cannot sell my typewriter now. = I am not able to sell my typewriter now.
- c. But I can sell my camera. = But I am able to sell my camera now.
- d. He must be a doctor. = I am sure he is a doctor.
- e. He cannot be a doctor : where is his stethoscope? = I am sure he is not a doctor.

Now match the sentences in column A with sentences from column B that express their meanings :

- | A | B |
|---|---|
| 1. I must do my exercises before breakfast. | 1. It is not good for you to sleep now. |
| 2. You must be very strong. | 2. I ask you not to tell anyone about this. |
| 3. I cannot tell you anything, I have promised not to give away the secret. | 3. It is necessary for me to do my exercises before breakfast. |
| 4. You can easily catch a cold in this weather. | 4. I am sure you are very strong. |
| 5. Have I won the prize? It cannot be true. | 5. I am unable to tell you anything. |
| 6. You must not tell anyone else about this. | 6. I think you will easily catch a cold in this weather. |
| 7. I can walk four miles in an hour. | 7. I do not believe that it is true, that I have won the prize. |
| 8. You must not sleep now. | 8. I am able to walk four miles in an hour. |

5. Add a sentence of your own to each of the following, using **ought to** or **ought not to**. Use also the words given in brackets :

- *1. Animals are our dumb friends. (kind)
2. Trees make the earth pleasant and bring us rain. (cut down)
3. Games keep us healthy and happy. (play)
4. Sweets are not good for our teeth. (too many)
5. Water keeps our bodies clean. (enough)

Pandora's Box : Hope

You remember all the awful things that happened when Pandora opened the box. Pandora and Epimetheus had both been badly stung and were in great pain. It was the first time that anyone had ever felt pain, and it was all the more unbearable. Epimetheus sat in a corner refusing to look at Pandora and thinking hard thoughts about her. Pandora lay down on the floor crying bitterly as if everything had been Epimetheus's fault. She did not notice that her head was resting against the box.

After some time, Pandora heard a gentle tap on the inside of the lid. Now, what was that?

"What was that tap? Didn't you hear it?" she asked Epimetheus.

Epimetheus said nothing in reply. Either he had not heard it, or he was too sulky to answer.

"So, you won't speak to me? That's not very kind of you," Pandora said.

There came that gentle tap again.

"But what *is* it?" Pandora asked again.

"Just lift the lid and you'll see who it is," a sweet voice whispered from within the box.

"Lift the lid, did you say?" Pandora asked unpleasantly. "I'd rather not! I've had enough of lifting the lid."

The voice said, "Lift it just once more, and let me come out."

"Let you come out and add to our troubles?" Pandora cried. "No, you had better stay where you are. Your brothers and sisters have made enough mischief," she said firmly.

But the voice went on :

"You mean those ugly monsters with stings in their tails? They're no brothers or sisters of mine," it said. "Do I sound like one of them? Has any of them spoken a word to you as I'm doing? I'm sure you'll like me when you see me. You will let me out, won't you? I'd love so much to be with you all in the sunshine! Are you listening?"

"Do you hear this little voice, Epimetheus? Have you been listening?" Pandora asked her playmate.

"Yes, I have, but what if I have?"

"Shall I lift the lid?"

"Just as you please," said Epimetheus. He was very sulky indeed.

At this the voice from the box said, in most winning tones, "He means you may let me out, Pandora, he means you may. Ah, naughty Epimetheus, you know you're longing to see me as much as Pandora. Come, lift the lid, Pandora, and let me have a little sunshine. Don't you want to see my wings?"

Pandora was once again filled with curiosity. She must see the wings! "Epimetheus, I'm going to open the box, come what may," she said.

"That's the spirit, Pandora!" said the voice.

By this time Epimetheus's sulk was over. He said, "Well, if you *must* open the box, you must. And as I can't stop you, I might as well help you."

So this time the two of them lifted the box together, and what did they see?

Out of the box flew a sunny and smiling little winged creature. She hovered about the room, throwing a light wherever she went. Have you not held a looking-glass in the sun and made the sunshine dance into dark corners? So danced this little fairy of cheerfulness in the gloom of that cottage. She flew

to Epimetheus and lightly touched with her soft wing the spot where he had been stung. Immediately his pain was gone. Then she came to Pandora and kissed her on her forehead. She fluttered around them brightly and cheerily. She smiled at them so sweetly that they no longer regretted having opened the box. A look at that beautiful little angelic fairy was worth all the troubles in the world! How awful it must have been for her to stay shut up in a box with all those little imps! But who was she?

"Who are you, little fairy?" Pandora asked her.

"Call me Hope," the fairy replied. "I can tell you that we shall do pretty well in spite of all the mischief that troubles can make. They were going to be let loose among human beings anyway. If you hadn't opened the box, someone else would have done so."

"But why were you shut up in this ugly box of troubles?" Epimetheus asked.

"Why, to give you hope in the midst of all these troubles, don't you see?" the angelic being replied.

"Do you mean we can have some fun in this world in spite of all these?" Pandora asked.

"I'll make sure that you have enough fun, and more. Let them do their worst, we'll still be pretty well off," replied Hope.

"Look at her wings, Epimetheus!" Pandora exclaimed. "They're coloured exactly like the rainbow. How beautiful!"

"And so will your hopes be beautiful like the rainbow," Hope declared. "They'll be made of smiles and tears as the rainbow is made of light and water."

"Whatever you're made of," pleaded Epimetheus, "You must be with us for ever and ever, but will you? We can't go on living in this world without you."

"I'll be with you as long as you need me," Hope promised.

"We'll need you as long as we live in this world," said Pandora.

"I promise never to leave you," Hope reassured them.

"Never?" asked Pandora. She could not believe this promise. It was too good!

But Hope reassured her, "Hope will never leave you. There may be times when you feel that I've vanished, but again and again and again, when you least dream of me, you shall see the glimmer of my wings on your ceiling."

And ever since that day Hope has stayed with mankind.

Exercises

1. Answer the following questions :

- ✓ a. Why were Pandora and Epimetheus sulking?
- b. What made Pandora stop sulking?
- c. Why did Pandora want to open the box again?
- d. Were the two children right when they opened the box again?
- e. Were there only troubles and evils in Pandora's box?
- f. What else was shut up in the box along with troubles?
- g. Why did Hope want to come out of the box?

2. Have you heard the story of **The Merchant of Venice**? If you have not, ask someone to tell it to you. When you have heard it complete the following sentences with suitable words or phrases from the given list.

- a. the city of, lent, money-lender, condition, would be, was to be, before, by that time, was to, a sum of
Antonio, a merchant of _____ Venice, borrowed _____ money from a _____ called Shylock. Shylock _____ him the money on the _____ that it _____ paid back in three months' time. If the money was not returned _____, Antonio _____ give Shylock a pound of flesh. The pound of flesh _____ cut off Antonio's breast.

- b. ²dearest, to ⁵spend, ⁴beautiful, getting ³married to, ¹wanted, engaged to ⁶

Antonio _____ the money for his _____ friend, Bassanio. Bassanio wanted the money _____ on his marriage. He was _____ a _____ lady called Portia. His friend Gratiano was _____ Portia's friend, Nerissa.

- c. not to ³worry, ²agree to, ⁵persuaded, long before, wicked and dangerous,

Bassanio told Antonio not to _____ Shylock's _____ conditions. Antonio laughed and told Bassanio _____. 'I'll pay him back _____ the three months are up,' he said. He _____ Bassanio to take the money and get married.

- d. ¹debt, ³misfortune, ⁴complaint, ²thrown in jail, unable. But Antonio's ships were lost at sea. Because of this _____ he was _____ to pay back his _____. Shylock had him _____. He brought a _____ against Antonio to the court of the Duke of Venice.

- e. ²heard about, ³ten times, ⁴danger, ¹left for, ⁵meanwhile, ⁶at once, In the _____ Bassanio and Gratiano had got married. When they _____ the _____ to Antonio's life, they _____ Venice _____ with _____ the money that Shylock had lent.

3. Write the following words in the alphabetical order :

stung	bitterly	inside	mischief
curiosity	monsters	sunshine	winning
sweetly	flew	cottage	angelic
corner	awful	beautiful	coloured
vanished	without	flutter	sulk

The Kingfisher

It was the Rainbow gave thee birth,
And left thee all her lovely hues ;
And, as her mother's name was Tears,
So runs it in thy blood to choose
For haunts the lonely pools, and keep
In company with trees that weep.

Go thou and, with such glorious hues,
Live with proud peacocks in green parks ;
On lawns as smooth as shining glass,
Let every feather show its marks ;
Get thee on boughs and clap thy wings
Before the windows of proud kings.

Nay, lovely Bird, thou art not vain ;
Thou hast no proud, ambitious mind ;
I also love a quiet place
That's green, away from all mankind ;
A lonely pool, and let a tree
Sigh with her bosom over me.

—W.H. Davies

Notes

thou : the old form of 'you', as in 'Thou art in Heaven = You are in Heaven (note the old form 'art' of 'are'). *Thee* is the old form of 'you' in sentences like 'I ask thee for help' = I ask you for help. 'Thy' is the old form of 'Your'. These forms were popular in poetry.

hue : colour, shade of colour.

haunt : visit again and again.

ambitious : having a strong desire to be rich, powerful or great.

Discussion

- a. The kingfisher took its birth from the rainbow, says Davies. Why does he say so?
- b. If the rainbow were born of tears, guess whose tears they could be.
- c. 'Trees that weep' often refers to willows. Look up an encyclopaedia for a picture of the willow and ask yourself, why the tree is known as "the weeping willow".
- d. If the kingfisher were not a modest bird, it could, by right, be in high places. What right is this?
- e. Suggest a 'high place' (like parks with peacocks in it) where you think the kingfisher can hold his own.
- f. The kingfisher "haunts lonely pools". Why does Davies admire this?

Rhyme Scheme

The poem has three stanzas of six lines each. We can describe its rhyme-scheme as the way the poet has arranged its rhyming lines, ab cb dd. Study the way the lines end and find out what words the letters ab cb dd stand for.

A Story about a Story Teller

Did you enjoy reading the story of Pandora's Box? It was one of the stories that an American writer named Nathaniel Hawthorne wrote for the young people of his times. It was not however, made up by him. It was first told by a poet who lived centuries ago in Greece. But few American children could read Greek. So he rewrote this story for them in English in his own charming style. His story is much longer and more interesting than what you have just read. Hawthorne was a spellbinding story-teller. And there is a very touching story about him. It is about how he started telling stories.

Before he became famous as a writer, Nathaniel Hawthorne earned his living as a clerk. He had no taste for the kind of writing that a clerk had to do. So he could not win the good opinion of his employers. Every day he sat in his office and worked as long as he could, and still his employers had nothing but complaints to make about him. One evening, before he left his office he was told that his services were no longer wanted. Hawthorne was surprised. He had thought he was going to be scolded as usual. He had not expected this sudden dismissal. What was he to tell Sophia now? (Sophia was Hawthorne's wife.) He had not told her anything about his troubles at the office. How was he going to support her and himself from now on? He walked slowly home. When his wife saw him, he was the very picture of misery. She had noticed for some time that her husband was worrying about something, but he had only brushed aside her anxious questions with one excuse or another.

"Why are you so depressed?" she asked him.

"I've lost my job," he replied, "I'm not to go to work from tomorrow on."

His wife took the news calmly.

"Now you can sit down and write your stories. Isn't that work?" she asked.

"Perhaps it is," he agreed. "But it won't earn any salary. We have to find some money to live on."

But this did not seem to worry Sophia. "When you've written your story, we'll sell it for a good sum of money," she said.

"But who'll feed you and me while I'm writing?" he asked.

"Oh, I'll look after that," she replied decisively. "You can start writing tomorrow."

"And you'll wash for your neighbour," he protested. "No, I don't intend to let you work while I'm doing nothing."

"But you're going to write, aren't you?" she asked. "Is that nothing? I've promised myself that you're going to write your stories and become famous. And while you're writing, I'll stand behind and read over your shoulder."

That was a beautiful picture to imagine. He too had dreamed so. But it was too good a dream to come true.

"We have no money and I must find some work. If only we'd saved some money to keep us going for a few days!"

"But we *have* saved some money, my dear," his wife replied.

"You mean you have," he corrected her. "That'll keep us going for a week, I hope."

"Perhaps it will, if we are careful," she replied.

"Clever girl," he said. "You've kept it from me all these days."

But if she had not kept it from him, she said, he would have spent it all and they would have been in real trouble.

"That's true enough," he agreed. "Now where's the money? And how much is there? Or give me just a little of it. I've decided to look for a job right away."

But Sophia did not like the idea at all. "That's disappointing," she complained. "I thought you'd say you had decided to start writing straight away. Well, a woman can only take a man to the desk; she can't make him write! The money is in the left drawer. Here's the key."

He took the key and opened the drawer. He could hardly believe what he saw. "But what's this! You have a lot of money in here. Where did you get it all from?"

Sophia had saved it all from the house-keeping money he had given her. Would it not last till he had written and published a story?

"This will last us a whole year!" he replied astonished and grateful.

"And I promise, you'll have stories by that time. You're my employer now, my dear; you've given me the very job I've wanted to do all these days."

Sophia knew that her husband's real work was that of a writer. Therefore she had carefully laid by enough money before the time for him to start. She had the imagination and the sympathy to do this. If she had not done it Hawthorne would have lived and died unknown, and we would have lost all the charming stories like 'Pandora's Box' that he wrote for us to read.

Exercises

1. Answer the following questions :

- a. How did Nathaniel Hawthorne earn a living before he became a well-known writer?
- b. How happy was he at his place of work?
- c. What did his employer think about him?

- d. What made Hawthorne stop going to his office?
 - e. What did Hawthorne want to do when he lost his job?
 - f. Why didn't Hawthorne's wife cry or get angry when she heard that he had lost his job?
 - g. How did Hawthorne's wife take the news of his dismissal?
 - h. Why was Hawthorne surprised when he opened the drawer and saw the money that his wife had saved?
 - i. Have you read about any other famous men whose wives had helped them with their work?
2. *Fill in the empty places in the following passage with the right sentences from those given. The empty places are within quotation marks, and your chosen sentences should also be put within quotation marks: (Note: The story in the passage is what comes after in Ex. 2. lesson 11, p. 89.)*

The sentences :

- a. You should have sent him away empty-handed if he was so unreasonable.
- b. If you had realised how much your promise meant to me, you would not have given my ring away.
- c. If you had realised how much I owe him, you would not have said that.
- d. Why did you take off your gloves and show him the ring? He would not have seen it if you had not taken your gloves off.
- e. If you had thought of the woman for whose sake you wore the ring, you would not have broken your promise.
- f. If you had thought of the man for whose sake I gave the ring away, you would not have called me a breaker of promises.

The passage :

Portia and Nerissa then hurried to Belmont and reached home before their husbands. And when Bassanio and Gratiano arrived without their rings, their wives pretended to be very angry with them for giving their rings away. "I had to give my ring to Mr Balthazar, the judge who saved Antonio's life," said Bassanio.

"_____ ^d _____," Portia asked him.
"He first asked for my gloves", replied Bassanio, "and when I had given them to him he saw the ring, asked for it and refused to take anything except it."

"_____ ^a _____," said Portia

"_____ ^c _____,"
Bassanio complained.

"_____ ^e _____,"
complained Portia and called him a breaker of promises.

"_____ ^f _____," said Bassanio.

"_____ ^b _____," said Portia.

This quarrel caused great pain to Antonio. So when he asked Portia to forgive her husband, she agreed to do so. She then asked Bassanio to show her his ring finger, and when he did so, she put on his finger the same ring he had given the unknown judge!

3. Find out on which syllable these words from the lesson are stressed:

century	interesting	opinion	sudden
service	complaint	dismissed	depress
surprise	picture	expect	imagine
neighbour	decide	sympathy	imagination

The Wise Men and the Elephant

It was six men of Hindustan,
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The first approached the elephant,
And, happening to fall
Against its broad and sturdy side,
At once began to bawl :
“ Why, bless me ! but the elephant
Is very like a wall ! ”

The second feeling at the tusk,
Cried, “ Ho ! what have we here
So very round and smooth and sharp ?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear ! ”

The third approached the animal,
And, happening to take
The squirming trunk within his hands,
Thus boldly up he spake :
“ I see,” quoth he, “ the elephant
Is very like a snake ! ”

The fourth reached out his eager hand,
And felt about its knee,
“ What most this wondrous beast is like
Is mighty plain,” quoth he ;
’Tis clear enough the elephant
Is very like a tree ! ”

The fifth, who chanced to touch the ear,
Said, "E'en the blindest man
Can tell what this resembles most :
Deny the fact who can,
This marvel of an elephant
Is very like a fan !"

The sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope !"

And so these men of Hindustan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong ;
Though each was partly in the right
They all were in the wrong !

—John G. Saxe

Notes

incline : have a wish to do something, as in 'That boy is inclined to be silent'.

observation : careful watch ; seeing and watching things.

sturdy : strong and big.

bawl : shout.

squirming : twisting, moving as a worm does.

spake : old form of 'spoke'.

wondrous : wonderful.

quoth : said.

resemble : Look like, as in 'This little girl resembles her mother a good deal.'

grobe : feel about, as one does in darkness.

Page 100

Chapter 10: The Nervous System

Section 10.1: The Nervous System and Its Components

Objectives

Introduction

1. The nervous system is a complex system that coordinates and controls the body's activities. It consists of the brain, spinal cord, and peripheral nerves.
2. The brain is the central control center of the nervous system. It is located in the head and is responsible for processing information from the senses and controlling the body's responses.
3. The spinal cord is a long, thin, tube-like structure that runs down the back. It is responsible for transmitting information between the brain and the rest of the body.
4. The peripheral nerves are the network of nerves that extend from the brain and spinal cord to the rest of the body. They are responsible for carrying signals between the central nervous system and the body's organs and muscles.

13

Otters

Otters are fascinating creatures. They can be easily tamed and trained. They are found mostly in Europe and North America, but there are some in Asia and Africa as well.



An otter is normally about three and a half feet long from the tip of its nose to the end of its tail, which is broad and flat and more than a foot in length. It weighs between eighteen and twenty-four pounds. Its head is small, its eyes are black and its neck is very thick.

Otters are amphibians, in other words, land-and-water animals. They spend some time on land and the rest in water. They can swim very fast both under water and on its surface. Their strong short legs and webbed feet enable them to do so. And although their legs are short, they can also run faster than men. When swimming under water, they fold their ears against their heads so that no water gets into them. An otter's skin does not get wet even when the animal swims under water because of the fur with which it is covered. This fur is whitish grey, and brown at the tips. It wraps the otter's body comfortably in two layers. The top layer is made up of long shiny hair and the bottom one, of fine close fur. When the

otter leaves the water, it just shakes itself and gets almost dry in a moment.

Otters have to come out of the water quite often. They do not breathe in water, although they can stay under it for several minutes at a time. They have to come to the surface to breathe as whales have to. But an otter can travel under water for more than a quarter of a mile without coming to the surface to breathe. So they move about at great speed in the water in order to catch fish, frogs and toads, on which they feed. Their broad flat tails are excellent rudders. An otter can turn very sharply and quickly in the water by using its tail.

The otter builds its home in a hole in the river bed or at the foot of a tree. It builds with grass and leaves. Its home is called a holt.

Otter cubs are born in March or April, three, four or five at a time. They are born blind. Their eyes open when they are about five weeks old, and as soon as they can see, they start playing, as kittens do. When the cubs are eight weeks old, their mother coaxes them into the water. They rarely enter the water by themselves. At first the mother carries them on her back and swims about with them. When she feels that her babies have been enjoying their ride long enough, she suddenly dives under water without any warning. The cubs struggle in the water and try to swim and get back to their mother, while she



swims round them. They learn swimming very quickly, and then they love the water. When they play, either in water or on land, their mother always joins in. Otters seem to enjoy family life.

They also seem to enjoy fun and play. Perhaps they are the most playful of all wild animals. Grown-up otters play as heartily as young ones. When they find a steep bank of mud or snow, they slide down it and plunge into the water. They go on doing this until the slide is smooth and polished. This is one of their favourite sports. They also play at 'throwing stones'. Even old otters throw stones in the water, dive in after them and catch them as they sink. They seem to do this purely for the fun of it.

Otters hunt by night as cats do. In other words, they are 'nocturnal' animals.

There are four kinds of otters. The first of these, the common otter, is what you have just read about. The second is the 'sea otter', which is longer than the common otter. Its fur is almost black. It is now found only in a few places on the northern shores of the Pacific Ocean. It brings forth only one cub at a time. But men kill as many sea otters as they can find because their fur is very valuable. These animals are therefore becoming rare. This is sad because the sea otter is an interesting animal, one of the few which use a tool. It brings a flat stone up from the sea bed and uses it to break open the shells of molluscs and sea-urchins.

The third type of otters are the ones that normally live in parts of Asia and Africa. These are the 'clawless otters'. They are small, and dark brown in colour. They are not really clawless. They are so called because their claws are very short.

The fourth kind of otter is the biggest one which grows up to nine feet in length. It is called the 'wing-tailed otter' because its long tail looks like the wing of an aeroplane. It lives in the rivers of South America. It is coloured partly dark-brown and partly lighter brown. Its throat is yellowish.

From what you have read about the common otters you can see that they will make good pets. You could spend many of your leisure hours happily watching them and playing with them. But there are certain things that you must bear in mind about their ways.

Otters are more mischievous than the most mischievous of schoolboys in a classroom ! That is to say, they cannot sit still, or lie still, unless they are asleep. As long as they are awake they *must* be doing something. If they are unable to find something to play with, they will start destroying everything around them "with the utmost good humour", and without intending to do any harm. They cannot tolerate order or tidiness of any kind. The greater the confusion they can manage to create, the more satisfied they seem to be. They do not consider a room worth living in until everything in it has been turned upside down. Such is their nature.

Leave an otter in your sitting room for a few minutes. When you come back, the cushions will have been thrown to the floor from armchairs and sofas, books will have been pulled out of bookcases, the waste-paper basket will have been overturned and its contents will have been strewn all over the room. All the drawers will have been opened, and everything in them scattered round. That is what Gavin Maxwell, the author of a book called "Ring of Bright Water", says about otters. He has put in that book an extremely interesting story about an otter. You can read that story in the last lesson in this book.

Exercises

1. *Answer the following questions :*

- ✓ a. Why are otters called amphibians? ✓
- ✓ b. What prevents an otter's skin getting wet? ✓
- ✓ c. Why does an otter swim with its ears folded against its body?
- ✓ d. What is a holt and what is it made of? ✓

- e. How does a mother teach her cubs to swim?
- f. How do boys and girls learn to swim?
- g. What makes otters seem to enjoy family life?
- h. What makes an otter's tail an excellent rudder?
- i. Why are otters called nocturnal animals?
- j. What is particularly interesting about a sea otter?
- k. What are the two reasons why sea otters are becoming rare?
- l. Why cannot an otter be left alone in a sitting room?

2. *Study the following sentences :*

If you give him more sugar, he asks for still more.

We can say the same thing in a different way :

The more sugar you give him, the more he asks for.

Change these sentences in the same way :

1. When some people get more money, they become greedier.
2. When you learn more, learning becomes easier.
3. If you practise the game more and more, you become better players.
4. When we help our fellow creatures more, we become happier.
5. When you have more gold, your worries are greater.

3. *Study the following sentences :*

My mother lives in Coorg. She has not seen a ship.

My mother, who lives in Coorg, has not seen a ship.

*Now rewrite the following sentences as single sentences, using **which, who, whose** or **whom** with commas :*

- a. This sadhu lives in the Himalayas. He wears no woollen clothes.
- b. That boy's house is seven miles from the school. He walks to school every day.
- c. The cowherds then came and worshipped Krishna. They called him Govinda from that day on.
- d. This chair was made by my great-grandfather. It is a hundred and forty years old.

4. *Rewrite the following sentences, using **unless** :*

1. You cannot travel by train if you do not buy a ticket.
2. If you are not very careful, you will also catch the disease from the patient.
3. Do not buy the mangoes if they are not ripe.

4. Do not buy anything ~~if~~ you do not really need it.
 5. A man will not say such a thing ~~if~~ he is not mad.
5. Rewrite the following pairs of sentences as single sentences :

Example

- Raj bought a pen. Bal bought a bottle of ink.
 Raj bought a pen and Bal, a bottle of ink.
- a. I drank a cup of tea. Nila drank a glass of milk.
 b. I went to a boys' school. My sister went to a girls' school.
 c. The legs of this table are made of teak. The top of the table is made of rosewood.
 d. I speak French. My cousin speaks Italian.
 e. Mina can play the sitar. Raju can play the veena.
6. Fill in the empty places in the following sentences with suitable words from the given lists. Choose two words for each sentence, one from group (a) and one from group (b) :
- (a) cool, beautiful, brave, useful, nice.
 (b) frightened, hidden, grown, broken, painted.
- a. This spoon is useful although its handle is broken.
 b. The room is newly painted and looks very beautiful.
 c. The moon looked new before it was hidden by the clouds.
 d. The girl was really brave, but she looked frightened.
 e. When the tree is fully grown it will give you a cool shade.
7. Make as many good sentences as you can using the table, similar to this sentence from the lesson :

Although their legs are short, they can run faster than men.

Although	<p>these children are poor,</p> <p>chickens have wings,</p> <p>our neighbour is rich,</p> <p>this girl is very young,</p>	<p>they cannot fly very well.</p> <p>she won the first prize for music.</p> <p>they are always neatly dressed.</p> <p>he never gives to the poor.</p>
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Swimming

How very pleasant it must be
For little fishes in the sea !
They never learned to swim at all,
It came to them when they were small.
“Swim out like this,” their mother cried,
“Straight through the water, foam, and tide !”
They waved their fins and writhed their scales,
And steered their little rudder-tails,
Already they knew what to do :
I wish that I could know it, too !

I try so hard, I’m very bold,
Although the water is so cold.
I lift my feet and dare begin :
And then a wave comes rolling in,
The bottom of the sea is gone,
There’s nothing I can stand upon !

I wave my arms and legs about,
Oh, how I wink and gasp and shout !
Till someone pulls me out to land,
And leaves me gurgling on the sand.

It is not easy, without scales,
Or little fins, or flapping tails,
To swim like fishes in the sea :
At least it’s very hard for me.
And yet it makes me laugh to think
That some fine day I shall not sink
For I shall learn to swim and dive
As well as any fish alive.
But one could never, never teach
A fish to walk along the beach.

—Abbie Farwell Brown

Notes

foam: the white mass of air bubbles on waves.

fin: part of fish, growing outside its body, which helps it to swim.

writhe: to twist and move about.

rudder: flat, wooden piece at the stern of the boat, which a boat is steered by.

gurgle: to make a bubbling sound.

flap: to move from side to side.

Discussion :

- a. What do the words 'it comes to them' mean?
Very small birds can fly, tiny snakes can bite, fish can swim as soon as born. Do they have to *learn* to do these things?
- b. Abbie Brown is left gurgling on the sand after being pulled out of the water as she is sinking. Which lines describe her fright?
- c. How do fish swim in the sea? Use the words in the poem, and also your own words if you can.
- d. Can children learn what does not 'come to them' naturally? What have you and your friends learnt to do? Was the learning slow and painful, or quick and easy?

Sir James Simpson

There is something that no one wants, but everyone gets without the asking. Can you name it?

It is pain. All of us wish with all our hearts that there was no such thing as pain in the world. People in pain will give everything they have got to anyone who can help them to get rid of their pain. This lesson is about a man whose work has helped millions and millions of human beings and animals to escape a great deal of pain. He was a doctor and his name was James Simpson.

James Simpson was born on 7th June 1811 at a place called Bathgate in Scotland. His father was a baker. But as James was very intelligent, Mr Simpson encouraged him to go on with his studies instead of learning the family business. His progress at school was very quick. He was only fourteen years old when he went up to the University of Edinburgh. He chose to study medicine and became a qualified doctor by the time he was twenty-one.

It was part of Dr Simpson's hospital duties to help other doctors during operations. On these occasions he had to stand by watching while patients screamed in unbearable pain. For, in those days surgical operations were cruelly painful. Patients were tied to the operation table with strong straps to prevent them from struggling. They were given doses of whisky to dull their pain as much as possible. But this did not help them very much. Often, when a patient cried out aloud in agony, the surgeon hurried the operation. This was not a good thing to do. Operations should be done carefully and the surgeon should be able to give his whole attention to his task. But how could he do so when he was disturbed by heart-breaking cries?

“Is there nothing that will help the patients better than whisky? Something ought to be found that will make them feel no pain. The surgeon ought to be able to do his operation carefully and in quiet.” These were the most frequent thoughts in Dr Simpson’s mind as he stood by the operation table. He was determined to search for a pain-killer until he found one. And the more operations he saw, the firmer his determination became.

In order to make his discovery, Simpson had to carry out two kinds of tasks. First he had to find a chemical that was likely to be a pain-killer. Then he had to make sure that the pain-killer would not kill the patient as well or have any harmful effect on the patient’s health. But how was he going to make sure of that? He could not use his patients or other people in experiments that might be dangerous to them. So he decided to experiment on himself, and on some friends of his who offered themselves as volunteers.

One day Simpson showed his friends a new chemical. It was a liquid that gave off a kind of vapour. It had been bought from a chemist in Liverpool. It was called chloroform. After gathering as much information as he could about this liquid, Simpson decided to test it. He poured some of it into a glass. Then he and two of his friends began to inhale, that is to say, breathe in, the vapour that rose from the glass. When they had inhaled it for some time, the three men became unconscious. It was as though they had fallen fast asleep. They saw nothing, heard nothing and felt nothing, not even the passing of time.

We do not know exactly how long the three friends remained unconscious. It was Simpson who came to himself first. He was happy and excited to find that the chloroform had done him no harm at all. But he had to wait and see what it had done to his friends. Soon they too recovered one after the other and said that they felt quite well.

Now Simpson knew how to make operations completely painless. If a patient was given the right quantity of chloroform vapour to inhale before the operation, he would know nothing about what was happening to him, and then the surgeon could cut open any part of his body without giving him any pain whatever. In other words, Simpson had discovered that chloroform was an 'anaesthetic'.

'Anaesthetic' is the doctors' word for something that makes us know nothing and feel nothing. There are 'general' anaesthetics, and 'local' anaesthetics. If we are given a general anaesthetic we fall into something like a deep sleep. Chloroform is a general anaesthetic. General anaesthetics are necessary only during bigger and more serious operations. To make smaller operations painless, doctors use local anaesthetics. When a local anaesthetic is used in any particular part of the body, that part becomes numb and feels nothing, but the patient himself is awake and aware of everything that is happening. He can see a lot of what the doctor is doing to him. But the doctors will not let him see it all in case he gets frightened. When you go to a dentist to have a tooth pulled out, he will inject a local anaesthetic into your gums and then pull your tooth out. You will feel no pain, although you may feel the dentist tugging at your tooth.

But teeth were not removed painlessly in Simpson's days. There were no good local anaesthetics then. These were discovered much later. But just before Simpson found out what chloroform could do, some American doctors had discovered another general anaesthetic. This was ether. It was soon found that chloroform had several advantages over ether as an anaesthetic. And even better anaesthetics than either ether or chloroform were discovered later.

Simpson and his friends successfully tested chloroform on May 4, 1847. But it did not bring relief to any patient till 1855

because most doctors refused to use it. They were very suspicious of this new drug. They said they did not know what injury it might do to their patients' health. The priests of the church also opposed the use of chloroform. They said that doctors who used drugs to make people feel no pain would be interfering in God's work. God, they said, had good reasons for giving pain to his creatures !

Simpson had to work hard to remove his colleagues' fears from their minds and convince them that chloroform could be used quite safely. For some time his efforts were in vain. Then, in 1853, he got a rare opportunity to prove that he was right.

He had been appointed one of the British Queen's physicians in the same year in which he tested chloroform on himself.

In 1853, Queen Victoria allowed chloroform to be given to her. One of the royal surgeons gave it to her before an operation and the queen later thanked Simpson for the great relief that his drug had brought her. She congratulated him on his remarkable achievement. In 1866 she conferred on him the title 'Sir'.

Now that the doctors had got the proof that they were waiting for, they began to use chloroform and ether during their operations. Dr Simpson's courageous work began to bring relief from great suffering to people all over the world.

After a brilliant and honoured career as a doctor, Sir James Simpson died in London on May 6, 1870.

Exercises

1. Answer the following questions :

- a. How did James Simpson's father earn a living ?
- b. Why wasn't James Simpson told to learn his family trade ?
- c. Have you ever suffered from pain ? If you have, what was the reason for the pain ? Which part of your body had the pain ?

- d. Why were patients in those days tied to the operation table?
- e. Dr Simpson had a kindly man's reason and a doctor's reason for making operations painless. What were these two reasons?
- f. How did doctors in those days try to make the pain dull during operations?
- g. What were the two things Dr Simpson had to find out about the pain-killer?
- h. Why did Dr Simpson have to do experiments on himself?
- i. What is an anaesthetic?
- j. Chloroform was successfully tested in 1847, but it was not used by surgeons until 1855. Can you explain why?

2. a) *Fill in the blanks in the following sentences with suitable words chosen from the given list :*

solutions, problems, employed, appointed
 scientist, experiment

This farm is an ——— in a new way of growing food. A hundred workers are ——— on this farm. Sri Ramji, an agricultural ———, has been ——— manager of the farm. Sri Ramji has found ——— to a number of ——— in farming.

- b) *Respond to each of the following suggestions, questions, remarks etc., with a sentence using the word in brackets :*
1. What will I get if I tell the police where the thief is? (offer)
 2. The driver has been taken to the nearest hospital. (injury)
 3. The traffic policeman stops cars and makes everybody late. (prevents)

3. *Rewrite each of the following sentences so that it begins with the words that you see in italics and its meaning stays the same. Use also the words in brackets in their right places.*

Example

The dog bit *the little boy*. (was)

The little boy was bitten by the dog.

- a. My grandfather made *this chair*. (was)
- b. The manager has appointed *my cousin*. (been)

- c. Parliament makes *laws*. (are)
 - d. They will surely do *it*. (be)
 - e. They may have finished *the game*. (been)
 - f. The President himself received *the guests*. (were)
4. Rewrite the following sentences so that they begin with the words given in brackets, **and** their meanings stay the same :

Example

The letter has been posted. (my brother)
My brother has posted the letter.

- a. The patient's life was saved. (the doctor)
 - b. I have been asked to wait here. (they)
 - c. The work cannot be completed before the end of the month (we)
 - d. The house must be thoroughly cleaned. (the servant)
 - e. But for the army's help the village would have been washed away. (the flood)
5. Rewrite the following passage without the words in italics, but without changing the meanings of the sentences.

We eat chapatis hot. But we drink buttermilk cold. People can drink coffee either hot or cold. In South India people drink it steaming hot. And they drink it out of very hot brass tumblers !

6. Rewrite the following passage so that each sentence begins with the word in brackets at the end of it and its meaning stays the same.

How are letters got? (we) Oh, that can be told to you. (I)
The letter is written. (someone) Then it is put in the letter box. (he, or she) The letter box is opened and the letters are collected. (the mail collector). Then your letter is sent to your post office. (the postmaster). Then it is brought to you. (your postman).

A Real Santa Claus

Santa Claus, I hang for you,
By our chimney, stockings two :
One for me and one to go
To another boy I know.
There's a chimney in the town,
You have never travelled down.
Should you chance to enter there,
You would find a room all bare,
Not a stocking could you spy,
Matters not how you might try :
And the shoes, you'd find, are such
As no boy would care for much.
In a broken bed, you'd see
Some one of the pretty toys,
Which you bring to other boys :
And to him, a Christmas seems
Merry only in his dreams.
All he dreams, then, Santa Claus,
Stuff his stocking with, because
When it's filled up to the brim,
I'll be Santa Claus to him.

—*Frank Dempster Sherman*

Notes

Children in Christian families celebrate the birth of Christ at Christmas, which falls on 25th December every year. The custom is for them to hang up their stockings at the foot of the bed or by the chimney before they go to bed. The parents fill these up with presents when the children are asleep and in the morning the first thing the children do is to look for their Christmas presents.

chimney : a hollow part of a house through which smoke from a fire is carried outside through the roof. Santa Claus is the person, small children are told, who comes at night and puts their Christmas presents in the stockings. Santa Claus is supposed to come into the house down the chimney.

spy : see, discover.

Discussion :

- a. Santa Claus has never travelled down the other boy's chimney. What makes Sherman say this?
- b. Which lines in the poem tell you that the other boy is poor?
- c. How do you and your neighbours celebrate a festival? Are the poor given some of the rich food you make at home?
- d. Talk about the title of the poem, 'A Real Santa Claus'.

15

The Coconut Tree

A Letter from Kerala

Tanzwali Sharma of Mizoram writes to Anna Marini in Italy:

Cochin
12 April, 1978

My dear Anna,

You ask how long you must wait for my promised 'Letters from Kerala'. But how long have I been here? A mere fortnight! Is that long enough for me to sort out everything and put it on paper? Anyway, here is my first letter. And from now on you will get one regularly every week.

There are dozens of fascinating things in Kerala to write about. But this letter is going to be all about the coconut tree, the tree that has given Kerala her name. 'Kera' is the Sanskrit word for the coconut tree. 'Kerala' means 'full of coconut trees'. And if you ever see Kerala, you will not be able to think of it without thinking of coconut trees as well.

As soon as you enter Kerala by land, by sea or air, you will see coconut trees, their tops swaying gently in the wind. You would think that one by one they were welcoming visitors



to their land with a graceful bow. They are beautiful trees. Their tall, slender, ringed trunks are not more than two feet thick. They rise, straight or leaning, to any height between fifty feet and a hundred.

The coconut tree is a palm, and has no branches. Instead, it has, at the top of the trunk, a crown of large, green, feather-shaped leaves. A leaf will be five or six feet long, and large enough for a man to lie down on. But it is not a single sheet as a banana leaf is. It is actually shaped like a feather. It has a 'shaft' in the middle and its 'barbs' branch off on either side of the 'shaft'. Just below the crown leaves you will see the coconuts, hanging like clusters of greenish-yellow balloons. Two rows of coconut trees will turn any place into a pleasant picnic spot. And what is even better, you could have a splendid picnic in such a spot without any preparation. The trees can give you all you would wish for at a picnic. They can offer you food and drink as well as things to play with. A coconut that is just a few weeks old is the size of a cricket ball and it can be bowled like one! People here call the coconut tree the 'Kalpa Vriksha' or the 'wish-fulfilling tree' of the land. They are not praising it too highly. The tree does indeed fulfil most of the simple wishes of an ordinary man in Kerala.

For instance, you can build a comfortable cottage entirely out of the different parts of coconut trees. Their trunks make strong pillars, beams and rafters, and their leaves can be plaited to thatch roofs. You could use the leaves to make 'walls' as well. Cottage walls are, however, usually built of dried mud bricks in Kerala because such walls last longer.

When you have built your cottage, you will want to furnish it. You can make several articles of furniture out of 'porcupine wood'—the wood of the coconut tree—and 'coir',

Coir is made of the fibre of the coconut husk. The husk is the outer case that covers the shell, inside which are the meat and 'milk' of the fruit. Between the outside of the case and the shell there is a fat 'cushion' of fibre. This cushion makes the coconut springy and light, so that it will bump off the ground very like a football and float on water. Coconuts float so well that they can be used as lifebelts. Children in Kerala who are learning to swim are each given two coconuts tied at the ends of short coir strings. The swimmer can now float about and practise strokes without any fear of sinking.

I was surprised to find how hard and strong coconut shells are. They will be very useful as drinking cups, dippers, ladles, serving spoons, and oil lamps in your cottage.

Inside the shell is the white meat or kernel, which may be about a centimetre thick. This is nice enough to eat, but the kernel of young or tender coconuts is delicious! The kernel itself is like a white ball filled with a colourless salty-sweet liquid which makes a refreshing cool drink.

It is the kernel that yields coconut oil. To take out the oil the kernel has to be dried and pressed. It can be dried in the sun or on a fire in a kiln. The dried kernel is called 'copra', which is fed into an oil mill for pressing. When the oil is pressed out, there will be slabs of solid matter left over. This is called 'oil cake'. It makes very good cattle food, and people who make it often eat a lot of it themselves!

In your cottage you can use coconut oil for cooking. Your lamps can burn coconut oil and you can use it as hair oil. Coconuts fetch a high price in the market, and if you have lots of them you can sell them and buy whatever you want to fulfil your other wishes.

If a coconut tree is planted on the day a baby is born, it will yield a cocount on his or her third birthday. And then, it will

go on yielding fruit until the child becomes a man or woman of eighty.

The Kerala man or woman has hardly anything to do in return for all the tree's gifts. Full-grown coconut trees need very little care or attention. They need only sandy, salty soil and good rains.

These tall giants seem to live in order to give. Their gifts are valuable not only to ordinary men but to big industries as well. Coconut oil is in great demand in the factories of Europe and America as well as of this country. It is used in making soaps, hair oils, margarine, artificial rubber and many other things. Strong ropes made of coir strings are used as big machine belts.

The other day I went to a wedding which was celebrated on an estate in the country. The bride was a cousin of a friend of mine. The bride's house was in a coconut grove, half a mile from the road. My friend and I got off our bus and walked up there across a green rice field. Between the field and the grove ran a small stream, across which lay a bridge. Now, what do you think the bridge was like? It was made of two coconut tree trunks placed side by side across the stream! Their ends rested on either bank.

I was not sure at all that I would get to the other side of the stream without slipping into the stream. But my friend showed me how to place my feet on the round trunks and walk on them. I copied her actions like a monkey and somehow managed to join her on the other side.

Then we walked across a pathway between two rows of coconut trees. On either side of the pathway hung festoons of bright, greenish-yellow coconut leaves suspended from coir strings. The way led to a 'pandal', a temporary hall, built for the occasion. It was a very large hall. A hundred persons

could sit down to dinner in it. And it was, of course, made of parts and products of the coconut tree! The floor was covered with large and pleasingly coloured coir mats. On these were laid rows and rows of small green coconut leaf mats for the guests to sit on.

When we had sat down, cross-legged, on our mats, we drank "tender coconut water", not out of glasses or cups, but straight out of the coconuts themselves. I ate and drank so much that I wanted no dinner! But I had to stay for the feast which was served after the wedding. The wedding ceremony was performed in the light of coconut oil lamps.

At dinner there were a number of curries and other dishes, and there was coconut in everything!

Now I must stop, wishing you all a very good time for the rest of your holiday.

Yours affectionately,
Tanzu

Exercises

1. a. What does the name Kerala mean?
- b. Write down the names of five places (states, countries, towns, etc.) which are named after persons, mountains, rivers or languages.
- c. Describe a picnic you could have in a grove of coconut trees without any preparation. (5 sentences).
- d. Why are coconut trees called wish-fulfilling trees?
- e. Which part of a coconut is used to make door-mats?
- f. What is copra? What do we get out of copra?
- g. Which parts or products of coconut trees are used in machines?
- h. Where was the wedding celebrated?

- i. What did the wedding guests sit on?
 - j. What were the guests given to drink?
 - k. Show that the coconut tree can fulfil the wishes of the rich as well as the poor. (three to five sentences)
2. Fill in the blanks with **too** or **very** according to the meaning of each pair of sentences :
- a. The wall is ——— high. But we can climb it.
 - b. We cannot climb the hill. It is ——— steep.
 - c. The medicine is ——— bitter. But you will have to drink it.
 - d. I cannot drink this medicine. It is ——— bitter.
 - e. Move carefully. The cave is ——— dark.
 - f. We cannot go forward. The cave is ——— dark.
3. Add a 'response' to the following sentences, using **seem to** in its proper forms. (i.e., supposing someone says these sentences, what would you say?) Use also the words in brackets.
1. Listen to that child yelling. (angry)
 2. Look at the waves shining under the bright sun. (fire)
 3. This statue has a beautiful smile. (alive)
 4. They are saying the same things again and again. (parrots)
 5. People here pick all the mangoes before they are ripe. (prefer)
4. Make as many good sentences as you can from the table, similar to the following sentences from the lesson :
- The milk of the coconut makes a refreshing drink.

The	leaves	of	some roses	make	a hot drink.
	petals		some animals		good food for cows.
	seeds		the cocoa		a sweet perfume.
	furs		bananas		warm garments.

5. Study the following sentences :

What can you do? (This is a question.)

Do what you can. (This is a command.)

Now turn the following questions into commands :

1. When will you come?
2. What must you say?
3. Where can you go?
4. What do you think?

6. Study the following sentences :

Press that knob. You ring the bell that way.

You can say the same thing in one sentence :

You ring the bell by pressing that knob.

Now rewrite each of the following pairs of sentences as a single sentence, using an **-ing** form or two, and one of the words given :

Words : by, in, on, for, after

- a. Do you want to open the door? Turn the handle and pull it towards you.
- b. Drink one more cup. There is no harm in that.
- c. We shall go home. Then we shall tell you all about it.
- d. They arrived home. And they found the front door open.
- e. You came late today. You had no excuse for it.

7. Study the following sentences :

There is a lot of food in the box. Five people can eat it.

There is enough food for five people in the box.

Now rewrite the following pairs of sentences as single sentences using **enough**, **for**, and leaving out words like **plenty of**. (Those words will become unnecessary.)

- a. We have bought plenty of milk. We can use it for twenty-five cups of tea.
- b. There are lots of passengers here. They will fill four buses.
- c. There will be plenty of work tomorrow. Ten men can come.

8. *Study the following sentences :*

The gate is quite large. An elephant can pass through.

The same thing could be said in one sentence :

The gate is large enough for an elephant to pass through.

*Now rewrite each of the following pairs of sentences as a single sentence using **enough**, **for** and **to** :*

- a. This box is quite light. A child can carry it.
- b. The road is quite wide. Three buses can run alongside on it.
- c. The roof of the cave is quite high. A tall man can stand under it.
- d. His voice is quite loud. The last row can hear it.

Marian Anderson

Marian Anderson was a little girl who lived in the Negro quarter of Philadelphia. She was only six years old, but she was already a well-known person in her district. She was one of the singers in the children's choir of her church. Ever since she joined the choir, the church had always been crowded during worship. Everyone spoke about Marian, 'the child with the remarkable voice'. If any group was organizing a concert to raise money for a good cause, they tried their best to get Marian to sing at it. For, if she was singing on the stage, everybody else in the neighbourhood would be among the audience to listen, and the money box would fill in no time with generous gifts.

But Marian herself could only give her singing to these charities. She had no money to give. She of the golden voice was a poor girl. Her father Mr Anderson was only a small dealer in ice and coal. Her mother had been a school teacher, but she was no longer working because she had three daughters to bring up. Marian was the eldest of them, and when her two little sisters were born, her mother had to take in washing to make a little more money. Therefore, although Marian's parents knew that she had a talented voice, they did not send her to any music classes. They were happy when she was admitted to the church choir; it gave her a few free lessons and plenty of singing practice. They could not afford to pay for music lessons. Nor could they afford to buy her any musical instruments. And she was too small to play any instruments yet anyway, they thought.

But Marian knew a great deal about musical instruments already. For instance, she knew who made the best violins.

It was Stradivarius. And how she longed to possess one of those violins!

Then one day she saw a beautiful violin hanging in the window of a pawnshop. Its price was only four dollars and forty-five cents! Was it one of those Stradivarius violins?

"It might very well be one of those!" she said to herself. She knew what a pawnshop was. She knew that people who badly needed money left valuable things there. "That violin is going to be mine," she said, with determination.



But how was she going to make it hers? What work could a girl of six do to earn the money?

The houses around where Marian lived in Philadelphia had white marble doorsteps. And every morning the housewives used to scour them clean. This was therefore something that children were familiar with. When Marian was a small child, she used to watch her mother at it. She remembered how she liked to hear the swish of the scrubbing-brush and to see the swirl of the soapsuds over the wet stone.

The next morning she picked up her mother's scrubbing-brush and pail and rang the bell of her next-door neighbour's house. When the door opened, she asked if she could scour the doorsteps. She was willing to do the work for anything that the housewife could pay her. The latter was glad to take her help. Marian cleaned the doorsteps and was given a few cents. Off she went to the next house as quickly as she could. In this

way she cleaned the doorsteps of all the houses in her street every morning for days and days. And after the last doorstep was cleaned, she would go to the pawnshop, stand in the street, and take a long look at the violin in its window.



Would it be there the next day, she asked herself anxiously. What if someone who had enough money came and bought it? There was nothing to prevent anyone from doing so.

But something did prevent the misfortune. Or perhaps it was someone—the pawnshop-keeper himself. He might have put off selling the violin because he wanted to save it for the little girl. For the violin was still there when Marian came on the day she cleaned the last doorstep and earned the last few cents to pay for it.

That day she walked straight to the counter and emptied on it a stockingful of small coins of all sizes and shapes. When they were added up, they made exactly four dollars and forty-five cents. The shopkeeper was happy that the girl had at last come to buy the violin. Was she buying it for herself, he asked her. Wasn't she too small to play it? He was curious because girls of six who bought violins were rare. But before he completed his questions, Marian started asking hers. Was it a very fine violin? Was it a 'Stradivarius', she asked eagerly.

The pawnbroker told her that it was not one of them. But, he said, it was one of the best violins he had ever seen. And it was such a good bargain! The bow and the case were free!

Marian was as happy as if she had got everything she ever wanted. She took the violin home and began to learn how to play it. There was no one to teach her. She had to teach herself. When she slowly drew the bow over the strings, the instrument sounded like a human voice. She trembled to hear it coming from under her fingers. But she went on playing, and after a number of trials she discovered the places where the notes of music were sounded. That was a thrilling experience for her. After that she went on practising on the violin until its strings got worn out and broke one by one.

By this time, however, Marian had almost become a professional singer and had earned her first concert fee. She was paid only fifty cents, but that was quite a big reward for a girl of her age. And so was her fame. Her name appeared in big print on wall posters and in notices. This must have been a matter of great pride for her and her family, but pride did not spoil her. She sang freely and was never shy or nervous before her audience, but she was always humble, and grateful to her listeners. She never thought of herself as someone special. She sang because she loved to sing, not because it won her praise or made her famous.

Marian was now eight years old and was going to school. She was an intelligent child and an eager pupil. She learned all the subjects except one as quickly as they were taught. The exception was music, which she learned before it was taught! At the beginning of each year the music teacher was puzzled to find that Marian Anderson knew all the songs for her senior class even before she was promoted to it. She had learned them all merely by overhearing the music lessons of the senior class. As long as music was going on anywhere within earshot, Marian could pay no attention to anything else. And singing was her favourite game too. When her father bought dolls for her to play with, she played at giving them music lessons!

But soon the time came for Marian to stop playing and start working. She was only twelve years old when her father died and she had to help her widowed mother in making a living. She had to earn as much money as she could by singing. Her work, however, made many friends for her among music lovers.

These friends and admirers realized what a gifted singer Marian was. So they decided to do all that they could to help her to develop her gifts by proper training. Some of them gave her lessons in music without accepting any fees. Others got together to raise a 'Fund for the Future of Marian Anderson'.



Out of the money they collected, Marian was given scholarships so that she could join music schools and colleges. After she had had enough training, she went on a tour of Europe. And there great musicians and ordinary people alike listened to her spellbound. One of the best-known musicians declared, "A voice like yours is heard once in a hundred years!" People crowded in hundreds and thousands at her concerts. And when she

sang, they forgot the earth and felt as though they had been at the doorsteps of heaven.

That is the story of Marian Anderson, the little negro girl who cleaned doorsteps to pay the price of a violin and became one of the greatest singers of the western world in this century.

Exercises

1. Answer the following questions :

- a. Why did all the organizers of charities ask little Marian Anderson to sing for their shows?
- b. Why was Marian not given any music lessons in her childhood?
- ✓ c. How did little Marian get an opportunity to practise singing?
- d. What were the two reasons why Marian's parents did not buy her any musical instruments?
- e. How did little Marian make the money to buy herself a violin?
- f. What surprised little Marian when she played the violin she had bought?
- g. Who taught Marian how to play the violin she had bought?
- h. How did little Marian play with her dolls?
- i. What would you feel if your name appeared in big print on wallposters in your town?
- j. What forced Marian to sing and earn money in her childhood?
- k. Why was a 'Fund for the Future of Marian Anderson' raised? Who raised this fund?

2. Read the following sentences :

How can I climb this wall? I am so small!

A different way of saying the same thing is :

I am too small to climb this wall.

Now rewrite the following pairs of sentences as single sentences, using too.

1. How can a snail win in a race? It is so slow!
2. How can they hear you? They are so far away!
3. Will he listen to our advice? He is so proud!
4. How can I believe this story! I have lived so long!
5. How can the Secretary refuse to help you? She is so kind!

3. Read the following sentences :

How can I climb this wall ? It's so high !

You can say the same thing in one sentence :

This wall is too high for me to climb.

Now rewrite the following pairs of sentences, using **too** and **for**.

- a. How can I remember that sentence ? It was so long !
- b. How can we solve this problem in a day ? It is so difficult !
- c. Can a camel pass through the eye of a needle ? It is so small !
- d. Can this story be true ? It sounds so strange !
- e. Will anyone eat this fruit ? It is so sour !

4. Study the following models and then rewrite the following sentences without quotation marks. Change the words wherever necessary as shown by each model.

- a. Model : 'Is your house so old ?' John asks Mary.
Is her house so old, John asks Mary.

1. 'Are you day-dreaming ?' Raj asks Nila.
2. 'Do you know what life is like there ?' I ask him.
3. 'Can you go without any food for a whole week ?' We ask them.

- b. Model : 'But is it a good book ?' the boy asked me.
But was it a good book, the boy asked me.

1. 'Will you go with me ?' the child asked the nurse.
2. 'Can you keep a secret ?' the king asked the minister.
3. 'Don't you know me ?' the princess asked the child.

- c. Model : 'Is it already twelve ?' Mother asks me.
Mother asks me if it is already twelve.

1. 'Are you going home early today ?' we ask them.
2. 'Can you answer a question ?' they ask her.
3. 'Have you got a rupee to spare ?' I ask him.

- d. Model : 'What are you thinking ?' Raj asks Nila.
What is he thinking, Raj asks Nila.

1. 'What do you know about those people ?' Mina asks Nila.
2. 'When will you be back again ?' the hostess asks us.
3. 'How do you know all this ?' the inspector asks them.

- e. Model : 'What are you thinking?' Mina asks Nila.
Mina asks Nila what she is thinking.
1. 'When will you see these people?' Raj asks Nil.
 2. 'How did you work out this sum?' he asks the other boy.
- f. Model : 'What will people think?' he asked me.
What would people think, he asked me.
1. 'How will you get back?' the host asked us.
 2. 'Where can we buy it?' we asked him.
 3. 'What is worrying you?' her companion asked her.
- g. Model : 'What is the time?' he asks me.
He asks me what the time is.
1. 'How are you?' he asks me.
 2. 'What is wrong with that?' they ask us.
 3. 'Why don't you eat anything?' the hostess asks us.
- h. Model : 'What are you going to do?' he asked me.
He asked me what I was going to do.
1. 'Why are you sitting here alone?' the stranger asked me.
 2. 'How can you say such a thing?' she asked her mother.
 3. 'Which book shall I choose?' he asked the librarian.

The World from a Railway Carriage

- 1st Voice* : Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches,
2nd Voice : And charging along like troops in a battle,
All through the meadows the horses and cattle :
3rd Voice : All of the sights of the hill and the plain
Fly as thick as driving rain ;
4th Voice : And ever again, in the wink of an eye,
Painted stations whistle by.
5th Voice : Here is a child who clambers and scrambles,
All by himself and gathering brambles ;
6th Voice : Here is a tramp who stands and gazes ;
And there is the green for stringing the daisies !
7th Voice : Here is a cart run away in the road,
Lumping along with man and load ;
8th Voice : And here is a mill and there is a river :
Each a glimpse and gone for ever.

—R. L. Stevenson

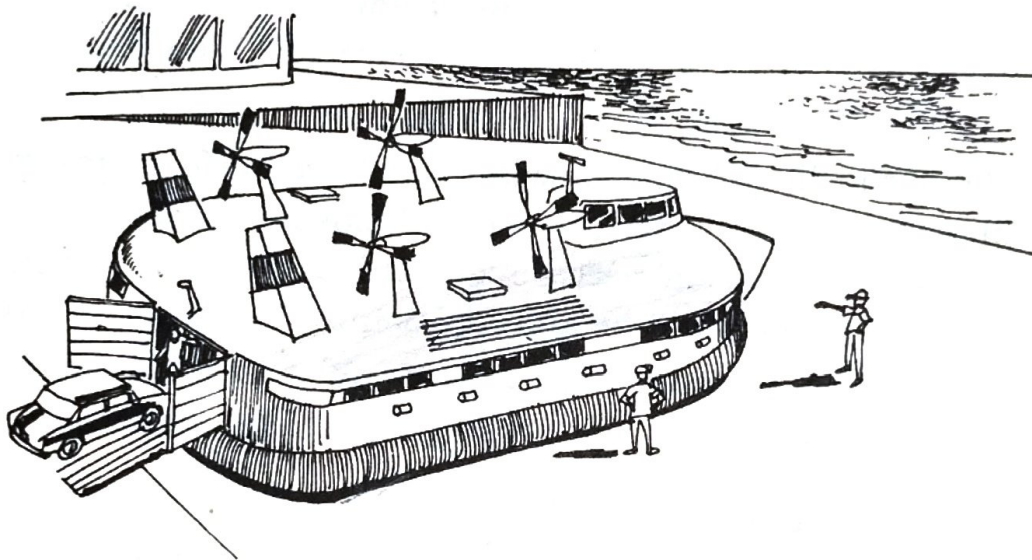
Notes

- clamber* : to climb with difficulty, using the hands and feet.
scramble : to walk with difficulty over rough ground.
bramble : blackberry.
tramp : a homeless person who does odd jobs, but lives mostly on charity.
lump : to go heavily along, as when a cart is fully loaded.

The Hovercraft

The hovercraft is a strange kind of vehicle. It travels in an extraordinary way.

Trains, buses and cars run on land. Boats and ships sail in water and aeroplanes fly in the air. Running, sailing (which is like swimming), and flying are natural ways of moving about as animals, fishes and birds do.



But the hovercraft does not run on land, sail on water or fly in the air. If we wish to describe its motion, we must say that it 'runs on the air'. It forms an 'air cushion' under it and then 'crawls' forward on this cushion. But it can 'crawl' very fast. There are hovercrafts that can move at more than three hundred kilometres an hour.

The hovercraft is described as an amphibious vehicle because it can move over land as well as over water. It can run on a road for some time and then slip on to a river, as if they were the same kind of path. It can do this because it does not actually touch the surface of the land or water over which it moves.

The air cushion that it creates under it keeps it 'hovering' about a foot and a half above the surface. This is why it is called the hovercraft. It can be looked upon as a wingless aircraft or a flying ship. The pilots of the hovercrafts in Britain call their trips 'flights'. Their work is similar to that of aircraft pilots, and their machine is 'airborne' or carried by the air as aeroplanes are.

However, the hovercraft does not actually fly.

Flight is independent of the ground. When a bird or an aeroplane flies, it requires only air to fly in. It will fly whether there is or there is no land or water below. But the hovercraft depends on a surface. It needs the surface of land or water to place its air cushion on.

Whether it flies or runs or swims, the hovercraft is going to be an extremely useful vehicle. It will move as smoothly as an aeroplane in the sky on very rough and bumpy roads full of ruts and pits. So it will be a great boon to people in countries like India. It will save them millions of rupees which have to be spent on building railways and motorable roads.

All this, however, is to happen in the future. Hovercrafts have not yet come into wide use in transport. They are now mostly water vehicles. They carry passengers to work and back home along the river Thames in Britain. They take tourists and their cars across the sea between Britain and Europe. In the Soviet Union too hovercrafts of a type carry passengers across long distances along some of the main rivers of that country. These hovercrafts often start their journeys on land and also stop on land, but they travel mostly over water.

Now, why is the amphibious hovercraft still used only as a water vehicle? This is because it was invented and first built by a ship-builder, and that was because the need for it was felt

most keenly among ship-builders. But what made ship-builders feel the need more than others?

All makers of vehicles wish to make faster and faster machines that are cheaper and cheaper to run. As a result of their efforts, we have now got motor cars and aeroplanes that travel several times faster than they did thirty years ago. But boats and ships have lagged far behind them in speed. We can fly around the world in a jet plane in a few hours' time, but if we go sailing round it, we will have to spend several weeks on the sea. So slow are ships. Ship-builders have not been able to make them move faster because of special problems. This is the problem of 'wave resistance'.

When a ship moves forward in the sea, the waves push it back with all their force, and the ship's engine has to use up a great deal of its power on fighting them and overcoming their resistance. If there were no such resistance, ships would be able to use all their power in moving forward, and travel almost twice as fast as they now do. But how is the wave resistance to be taken away?

Several ship-builders were trying to find an answer to this question. One of them was the English engineer, C. S. Cockerell. His answer was unusual. He thought it out in the following way :

As long as there were waves in the sea, there would be wave resistance. And there always would be waves in the sea. Since there was no way to take the waves off the sea, would it not be a good idea to raise the ship off the waves? If the ship moved above the waves, the waves would no longer be able to push it back!

Now the problem was how to keep the ship above the waves. And to solve this problem Cockerell used another problem called 'ground effect'.

'Ground effect' is often a problem for the pilots of aeroplanes. When a pilot is landing at the airport, his aircraft collects a great deal of air below it, and it does not touch the ground until this air has given way. For a time it stays a little above the ground as if there were unseen cushions filled with air under it.

This is an effect that just happens when an aeroplane lands, and not something that the pilot creates. "But, suppose it could be created!" Cockerell thought. "If ground effect could be created under a ship, it could be raised on air above the waves." He worked on this idea and built the first hovercraft. It was tested in the summer of 1959 in the English Channel.

The craft looked like a large oval saucer with a short funnel in the middle. Through this funnel the engine drew in large quantities of air. This air was then sent down under the bottom of the craft in a great number of ring-shaped jets. The hovercraft then 'stood up' on these jets of air, as if it had a number of unseen car tyres under it. Then two large jets of air were shot out from behind the engine, and the hovercraft moved forward at the speed of 25 knots. It 'mounted the beach and climbed up the sand dunes.' To stop it, the downward jets of air under it were slowly weakened. And the craft 'sat down' on a road as a large crowd of admirers watched. Later the craft made its first crossing of the English Channel, 'riding smoothly over the waves.'

That was the beginning of a new era in the history of travel and transport.

But this new era has only begun. It has not progressed as fast as people thought it would. The hovercraft is still a rare vehicle that is seen in a few places, and used for special purposes. For instance, it is used by the army for transporting troops and supplies through areas where other vehicles cannot travel.

Now, why has the hovercraft failed to get into common use? The reason for this is very simple. Common vehicles are already running on all the roads and rails and sailing on the seas and rivers. So there is no need to introduce an uncommon vehicle into their midst.

The hovercraft has, however, a bright future. For, as you have already read, there are vast areas in the world where there are neither roads nor rails. And now that there is a vehicle that can move about in these areas, people will surely use it. Otherwise they will have to spend huge sums of money on building roads and railways.

Then there are some rivers which will allow no boats to be used on them. The rivers that flow across mountain ranges have fierce currents. The strongest boat that is put on the water of one of these will go under or go to pieces within moments. If people could use these rivers, they could get across the ranges without climbing the mountains. And if they get something like a hovercraft, they will be able to use these rivers. The hovercraft will travel over the rivers without touching the water, and therefore the currents will not be able to break it into pieces.

This was recently shown by a European explorer in North India. He took a hovercraft successfully along one of the rivers on the Himalayas. Now it will not be long before the hovercraft becomes a common sight in such difficult areas as the Himalayan ranges.

Exercises

1. *Answer the following questions :*

- a. How do living things crawl?
- b. Why is a hovercraft called an amphibious vehicle? Can we say that sailors are amphibious? What about boys and girls who can swim?
- c. What makes hovercraft pilots say that their crafts fly?

- d. Why do engineers say hovercrafts do not in fact fly?
- e. How can the hovercraft save money for countries such as India, China and Nigeria?
- f. Why is the hovercraft now used mainly as a water vehicle?
- g. What has made ships far slower than other vehicles?
- h. Trains and aeroplanes are several times faster than ships, but still ships are necessary. Why?
- i. 'If you want to get to places, go by air; but if you want to travel and enjoy yourself, get on board a ship.' What does this mean?
- j. What was Cockerell's unusual solution to the problem of wave resistance?
- k. How does the hovercraft lift itself off the ground?

2. *Study the following sentences :*

This tree has no tongue. So it does not speak.
If this tree had a tongue, it would speak.

Now rewrite each of the following sentences, using if, and were, did or had as in the example.

- a. I cannot keep awake and so I do not read much.
- b. I have not got two cakes and so I am not giving you one.
- c. I have not got a good brush and so I am not painting beautifully.
- d. The water is cold and so I do not have a bath every day.
- e. You do not do it properly and so the magic does not work.

3. *Study the following sentences :*

They heard him clearly. He was clearly heard.

Now rewrite the following sentences in such a way that the reader will not know who does or did or will do anything. He must know only what happens or happened.

Someone stole the jewels. We found you here first. So we suspect you. We shall report this to the police. The police will arrest you. The police will take you to the police station and ask you questions. Whether you answer their questions honestly or not, they will find out the truth.

4. Fill in the empty places in the following sentences with the **-ing** forms of suitable verbs from the list below. You can use the same **-ing** form as many times as necessary.

Verbs : feast, fast, eat, meet, go, get.

Food is made for _____. But _____ too much is bad for health. _____ without food is called _____. _____ for a day is sometimes good for health. The opposite word for fasting is '_____'. _____ usually goes with weddings, birthdays, etc. And _____ goes with certain sacred days, such as Shivratri, Good Friday, etc. Normal everyday _____ without either _____ or _____ is what I like. Some people like _____ together at a club or a hotel and _____ just for the pleasure of it.

5. Respond to the following with sentences in which the words given in brackets are used :

- a. Wasn't there a screen in the middle of this hall? (remove)
- b. Is there a good bus service to your village? (depend)
- c. How can man lift a weight of 200 kilograms with his teeth. (gradually)
- d. Why do you work? Your father is so rich. (independent)
- e. Why do you always carry medicines with you? (suppose)

6. Fill in the blanks with suitable verbs from the given list :

Verbs : could, can, is, were, knew, know

- a. If you _____ how to drive, I can give you a job right away.
- b. If I _____ how to drive, I would not look for a driver.
- c. If your child _____ a boy, call him George.
- d. If your child _____ a boy, he would be wearing trousers.
- e. If you _____ cook well, you can always eat good food.
- f. If I _____ cook, I would not eat in hotels.

Space Travellers



There was a witch, hump-backed and hooded,
Lived by herself in a burnt-out tree.
When storm winds shrieked and the moon was buried,
And the dark of the forest was black as black,
She rose in the air like a rocket at sea,
Riding the wind,
Riding the night,
Riding the tempest to the moon and back.

There may be a man with a hump of silver,
Telescope eyes and a telephone ear,
Dials to twist and knobs to twiddle,
Waiting for a night when the skies are clear,
To shoot from the scaffold with a blazing track,
Riding the dark,
Riding the cold,
Riding the silence to the moon and back.

—*James Nimmo*

Notes

hood: a covering for the head and neck.

twiddle: to play idly with something.

scaffold: the structure on which a space vehicle rests before it is launched.

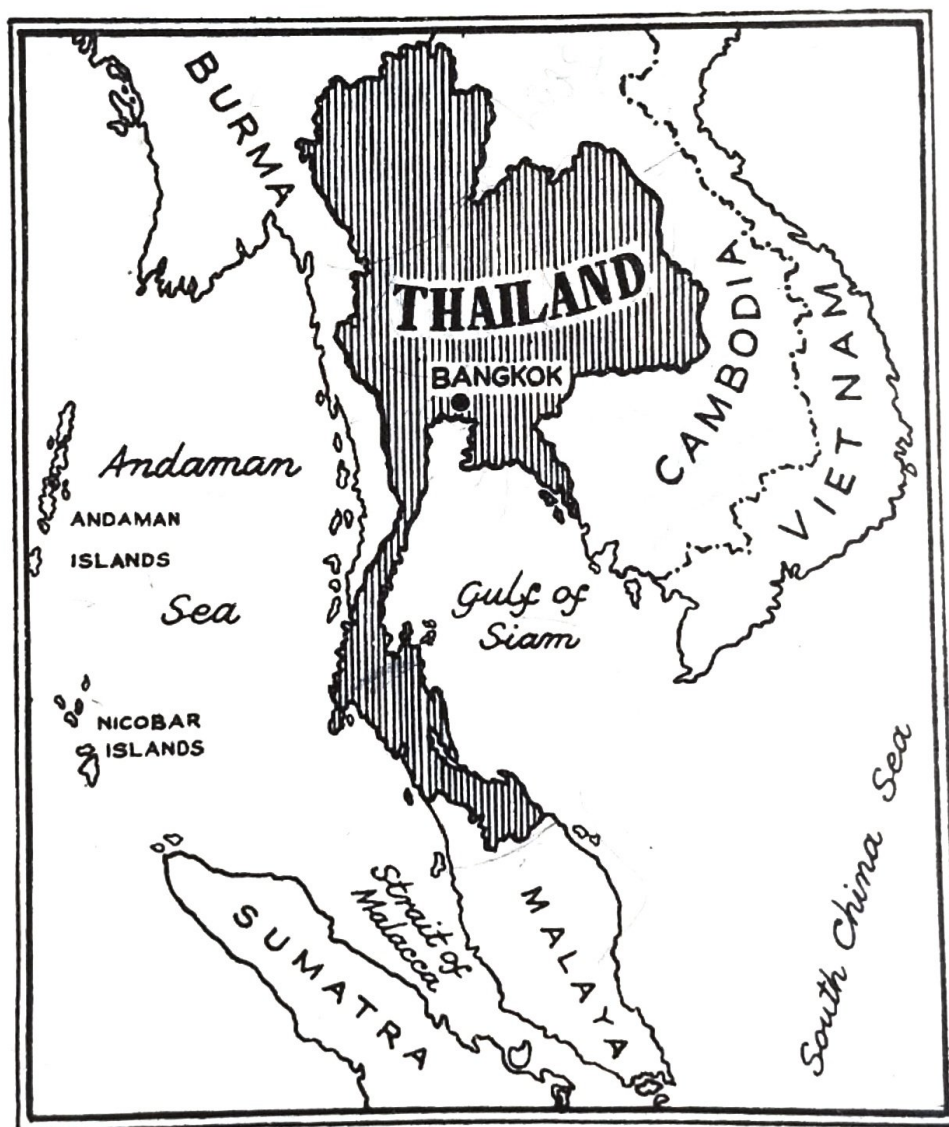
Discussion

- a. Witches were believed to be ugly creatures with strange ways and evil powers. What words in the poem tell you that they were ugly, strange, evil and powerful?
- b. These are phrases from the poem to think about:
a hump of silver, telescope eyes, telephone ear, a blazing track.
- c. Do you think the comparison between the witch and the astronaut is flattering to the latter?
- d. Is the comparison between the two space travellers emphasised by the rhythm? How?

Thailand, Land of the Free

Thailand is a beautiful country. Visitors describe it as the smiling land of a smiling people. But the people themselves call their country 'the land of the free'. That is what the name, Thailand, means. The Thais have been a free nation throughout their history and have never put up with foreign rule.

The national emblem of Thailand is the elephant. Thai forests are the home of fine elephants. You can see in them



not only ordinary grey elephants, but the rare white ones as well, if you are lucky. And as one writer points out, the country itself is shaped like an elephant's head seen from the side! It has a long 'trunk' that goes two-thirds of the way down the Malay Peninsula. Its 'forehead' seems to be pushing against Burma, and its 'spreading elephant ear' is surrounded by Laos and Cambodia.

Another writer likens the shape of Thailand to that of a frying pan. He says it is the handle of the frying pan that stretches down southward along the Malay Peninsula. And the climate of the country is so hot and humid that visitors sometimes feel as if they were in a frying pan!

Thailand is open to the sea, its coastlines touch two oceans. It has a short coastline on the Andaman sea, which is a part of the Indian Ocean. The longer coastline is on the Gulf of Siam, the most western gulf of the Pacific Ocean. 'Siam' was Thailand's name before the Second World War.

This small country is only two hundred thousand square miles in area, and its population is a little less than thirty-four millions. It can be divided into four parts, the first of which is the narrow southern peninsula or 'the elephant's trunk'. This is an important region where tin is mined and rubber is cultivated. Its seashore curves like an arch round the Gulf of Siam. All along this shore are busy fishing villages, with pleasant sea-side holiday resorts dotting the coast.

The second part is the flat central plain, which spreads out like a broad green carpet. It is one of the most fertile lands in the world. Across this plain from north to south flows the great river Chao Phraya. This river has a large number of branches. Out of these branches run a number of canals, which bring water to the rice fields of the plain. Rice, the main food of the Thais, grows in abundance in these fields. Therefore more

than half the people live here. Most of them are farmers who own the fields that they till. They produce many times more rice than they can eat, so that they sell large quantities of it.

The branches of the river, together with the canals that connect them together, form a network of waterways. It is by these waterways that the people mostly travel about and transport goods.

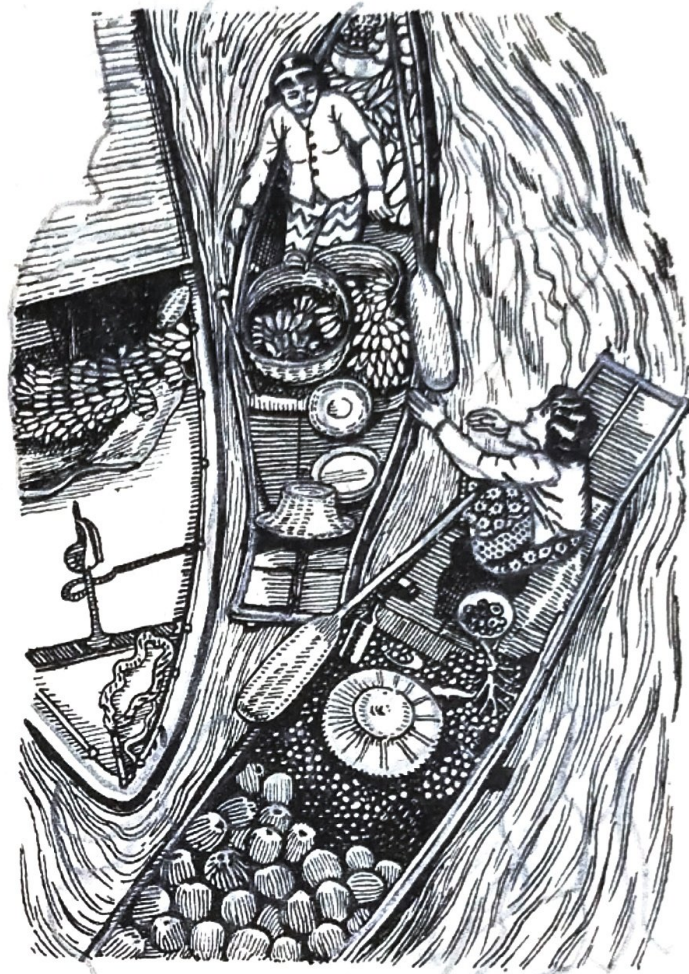
When we leave the plains and enter north-east Thailand, we come to the third part, and the look of the land changes. Instead of dense rice fields, heavy with grain before the harvest, we see wide stretches of grassland on which herds and herds of cattle graze. Cattle rearing is the main occupation of the people of this area. They grow rice too, but their fields yield just enough for them to live on.

The fourth part of Thailand consists of the hills of the north. The weather here is cooler than in the rest of the country, but the whole area is covered with thick forests. These forests, however, are full of valuable trees such as teak. Here we can see huge elephants at work, felling tall trees, hoisting up heavy logs, or hauling timber to the river. The timber has only to be pushed into the water. Then it will float down the river all the way to the port of Bangkok.

Bangkok is a river port like Calcutta. It is not on the sea, but on the river Chao Phraya, twenty miles up from the Gulf of Siam. It is the capital of Thailand, and is an important city because it is the Asian headquarters for several activities of the UNO. It is situated exactly half-way round the world from New York, where the UNO has its home. Therefore it makes an excellent half-way house for this world body. It has a large modern airport, which is a link for a number of major air routes.

For these reasons Bangkok is visited by crowds of tourists all the year round. And those who come here make up their

minds to come again. Bangkok is a city of unique beauty and charm. Its name means 'waterflower-city', which is a true description of it. It has hundreds of waterways or canals called 'klongs', in place of streets and roads. These water roads are crowded with boats of all kinds, motor-boats as well as ordinary ones that are rowed up and down all the time. The 'water streets' are lined with houses on either side. Some of the houses are built on the ground as usual, but some stand on stilts, overhanging the canals.



Then there are houses built on 'floats' lying on the water, and in addition to all these, there are families that live on the water in houseboats as well as in plain boats. These people row about from place to place, bathe in the canals, drink canal water and eat canal fish.

But, of course, Bangkok is not a city of canals and boats alone. In its modern areas are broad motorable roads, big, bright, new buildings, and beautiful houses and parks in the cool shade of trees.

Behind the main roads are the narrow back streets, which are as fascinating as the 'klongs'. They are formed by rows after rows of tiny shops that sell all things brought from all parts of

the world. The shop-owners are mostly Chinese. It will be a hard task for the customer to ask for something that they cannot find. Candles, crocodile-leather goods, snake-skins, precious stones, silk, ivory, rare birds, strange foods—'You name it, they have got it!'

Amidst the pattern of 'klongs', busy roads and crowded streets stand four hundred Buddhist temples with their glittering spires and bright tiled roofs. When the sun shines on them, they flash a magic light on the city, and visitors feel as though they were in a strange wonderland. No wonder Bangkok has been called the 'Jewel of the East'. With its temples amidst its canals and gardens, it would look like an emerald jewel set with sparkling gems if you were looking at it from the sky.



But Bangkok's beauty is not made up of temples and canals alone. The Thai people are also remarkably good-looking as well as good-natured. They are neither very fair nor very dark nor are they very tall or very short. Their figure and features are graceful. They have black eyes and their hair is dark and straight.

Most of the Thais are Buddhists. Their religion teaches them to be kind and gentle, and contented with what they have. As their land is very fertile, they can easily grow as much food as they need. They do not need any expensive clothing or housing because the climate is warm, and the simple thatched houses that many of them live in are very cheap to build.

The Thais are a fun-loving people. They have got very exciting pastimes, one of which is kite flying. They make two types of kites, large, star-shaped ones called male kites and smaller, long-tailed ones called females. The fliers spend all their time trying to cut the strings of each other's kites and bring them down. So their amusement becomes a kind of war in the air. And although they believe in non-violence in their own life, they seem to enjoy watching fights. They watch bull-fighting, cricket-fighting and fish-fighting.

Fish-fighting is a very popular amusement. Fighting fishes are specially bred. They are beautiful as well as brave. They are brilliantly coloured and have broad and graceful fins. Two male fishes are put in one tank for the fight. They flutter their fins for some time, looking as warlike as fishes can look. Then they swim forward and attack, biting and nibbling each other. The fight goes on until one fish either dies or gives up.

Thailand is a kingdom. The head of the State is a king. Thai kings were all-powerful in earlier days. People who went to see them had to be very careful. If they touched a royal person, they would be put to death. Such were the laws of those days. Once, during a royal picnic, the queen slipped off her pleasure boat and fell into the water. She began struggling for life, but no one dared to stretch out a hand to save her. To touch her was death. So she drowned while everybody stood watching helplessly!

Such terrible laws and customs were however, gradually given up. Today, Thailand has a modern type of government under an enlightened king.

Exercises

1. Answer the following questions :

- a. In what ways can we compare Thailand to a frying pan?
- b. Which seashore would you go to if you were spending a holiday in Thailand?
- c. In which region do most of the people of Thailand live? Why?
- d. Which is the coolest region of Thailand? What are the important animals and trees of this region?
- e. How is timber brought from the Thai forests to Bangkok?
- f. What makes Bangkok a suitable place for housing UNO's Asian headquarters?
- g. What makes visitors wish to come to Bangkok again? (three sentences)
- h. What are the 'klongs' of Bangkok?
- i. Where would we find houses moving about in Bangkok? How do people live in such houses?
- j. Where could we do the best shopping in Bangkok? What would you buy if you were shopping there?
- k. How do the temples of Bangkok add to the beauty of the city?
- l. What makes it possible for the Thais to live a contented life? Where do you think you could live such a contented life in your own country?
- m. Why did the Thai courtiers allow their queen to drown?

2. Study the following sentences :

Oh! How you cry! Are you a baby?
You cry as if you were a baby!

Now put the meaning of each of the following pairs of sentences in one sentence using **as if** as in the example :

- a. Oh! How you talk! Are you the director of the company?
- b. The way you are dressed! You aren't going to be crowned queen today!
- c. Why are you ordering me about? Am I your slave?
- d. What a shopping list you have made! You haven't won a raffle!
- e. Why are you running? Is the world coming to an end?

3. Fill in the empty places with suitable words from the given list :

for, of, with, by, like.

This box was made by our village blacksmith. It is made of steel and coated with paint that is coloured like rosewood. So it is often mistaken for a rosewood box.

4. Use the words below to fill in the blanks :

7 valuable, 5 useful, 8 hungry, poisonous, 3 harmful, 4 dangerous, deadly, beautiful, sufficient. 2

Some snakes are remarkably beautiful to look at. But people do not pay attention to their beauty. People have heard that snakes are extremely dangerous reptiles. But how many snakes are really harmful? There are a number of different kinds of snakes. Only some snakes are poisonous. And snakes are very hungry to farmers. They eat up the ever useful mice that destroy valuable crops.

5. Rewrite the following sentences with changes that make the quotation marks unnecessary :

- a. The children say, 'We don't know anything about it.'
- b. I say to him every day, 'You're eating too little. Your body needs much more food than you're giving it.'
- c. He always asks her, 'Who got up earlier?'
- d. Raju is asking me, 'Who is going to sing this afternoon?'
- e. David asks you, 'Have you dropped all your old friends?'
- f. The child strokes the tree and says, 'You've given me the most delicious mango I've ever eaten. I'll never forget you.'

The Rain Queen

In my childhood I lived in my home town, Muang, which is a northern village in Thailand. When I was five years old, one of my father's friends gave me a cat. We called her Sii Sward. She was a beautiful Thai or Siamese cat. She had piercing blue eyes and smooth dark brown fur. And every now and then she cleaned her fur with her tongue. Everyone in my family was fond of her and I loved her with all my heart. And soon she was to become well known throughout my district. For, during the drought in one of those years, Sii Sward became a heroine. She was elected the Rain Queen.



That summer we had had no rain for three whole months. The land was all hot and dry. There was only mud in our public well. The river was at its lowest level in twenty years. The trees and the grass were so dry that a spark could set them on fire. Many of our buffaloes and other animals died of the heat. So we had to take our remaining cattle to the banks of the river Moon in the north. Farmers lost all hope of raising any crops that year, and famine seemed to be certain.

In my own village, the villagers gathered every day in the Buddha temple and prayed for rain. The priests sang sacred verses all day long asking for water from the sky. Rain, rain, rain. That was all that the worried farmers could think of.

Then someone said that we should perform the ancient rain ceremony of Nang Maaw, 'the Queen of the Cats'. And one day an old lady and her friends came to my father and begged him to help in the rain ceremony.

My father then approached us—that is, me and my cat—seriously. He patted Sii Sward's head gently and said to me, "Ah, my little mouse, the villagers have asked us to help in the rain ceremony. And I have promised to let them use our cat—your Sii Sward!"

Use my cat to get rain! I was shocked. How could they use my cat in a ceremony! I knew about the yearly ceremony of the Chinese in the village. They killed a chicken, boiled it and offered it to their ancestors. That was how they honoured the memory of their ancestors. But to have my Sii Sward killed and boiled—oh, no!

"Oh no, father," I said, almost shouting in protest, "I can't let anyone kill my Sii Sward. Rain or no rain, I don't care!"

This was something very wrong for me to do. In a Thai family the father is always obeyed without question. Still, my father did not scold me. But he looked at me coldly and said, "Son, no one is going to kill your Sii Sward. Do you know what the people have done? They've elected her the Rain Queen of our district. They've done so because she's the cleanest and most beautiful cat in the village. This is a great honour to her and to our family."

But still, I was suspicious. So my father said, "You can bring Sii Sward back home as soon as the ceremony is over."

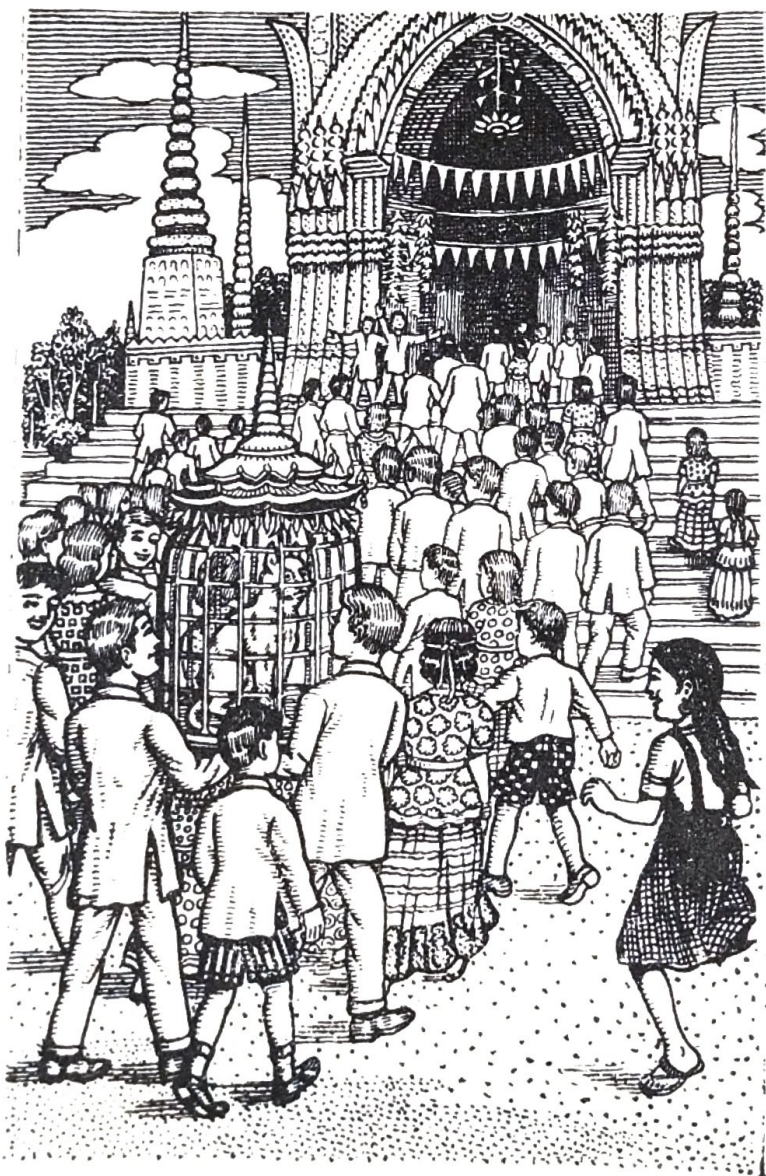
That evening the old village leader announced from the temple ground that there would be a Nang Maaw ceremony on the following day. It would start in the afternoon.

No one knew how old the ceremony was. It was performed to please Varuna, who was the old Vedic god of the sea, water and rain in India. It is said that he once took the form of a female cat to fight a demon who had carried off all the rain clouds. He won the battle and continued to give the world rain.

On the morning of the day fixed for the ceremony, all the people of the village went to the temple ground. The women were dressed in bright blue skirts and white blouses, and the men wore white trousers and their best shirts. Children walked along with their parents in their new clean clothes. They

had built a big bamboo cage and decorated it with leaves and flowers. It looked like a little model of a castle.

In the meantime, my Sii Sward had her usual lunch of dried mudfish and rice, and my father gave me the great honour of carrying her to the temple ground. There some old ladies brushed her head and



sprayed sweet perfume on it. Sii Sward protested noisily at this and struggled to get away. So I myself had to put her into the decorated cage. However, once she was inside the cage, she became calm and dignified as a queen should be. She curled up comfortably and slept as the priests came and sprinkled holy water on her.

In spite of the sun and the heat the place was packed with people. The whole village was there to see the Rain Queen and pray for rain. They carried her cage into the Vihara, our best and most beautiful temple. Then the priests said a sacred prayer in front of the image of the Buddha. As the chief priest lit a candle near the cage and said a long prayer, more sacred water was sprinkled on Sii Sward.

Then the people, who were standing under the mango and other trees on the temple ground, began to chant the Nang Maaw song. They began softly, but then they grew louder until everybody seemed to shout. Drums began to beat and people started dancing while singing. They sang:

O mother cat, please give us rain from the sky
So that we can make sacred water.
We need silver for the mother cat,
We need fish and we need honey.
If we do not get it, we will be ruined.
Don't let the widow sell her children.
Let them have all white rice.
To have pleasure, we need gold and silver,
We want to buy bananas,
We need provisions for the priests and the people.
Let us see the lightning and let us have rains,
Oh, let us have rain.

Watching the ceremony, I felt sure of the Rain Queen's powers. But Sii Sward slept on, until two men came, lifted her

cage up on their shoulders and led the people out of the temple in a procession. Two drummers walked at the head of it and all the people followed, singing and dancing to the beat of the drums. Dancers, dressed in colourful clothes, performed their dances in front of the cage for the Rain Queen to see. [In front of many houses in our path, people had placed cakes and water here and there. After Sii Sward had passed, anyone could eat them. They also gave the drummers rice wine to drink. All this was meant to please the Queen. But Sii Sward took no notice of anything until we reached the open market-place. There the noise became unbearable, because some people were firing big crackers in her honour. And some women, who were sellers of perfume and flowers, poured cup after cup of perfume on her. This was too much! Sii Sward got up. Her eyes flashed in anger. She cried and and cried and tried to get out, but in vain. I too cried, and asked my father to help me rescue her. Father merely told me not to worry. Everything would be all right soon, he said. And after a while, the noise and the perfume-pouring stopped. Sii Sward stopped crying too. By that time, however, she was very wet and was trembling with fear. The procession now made its way back to the temple. This time it was much less noisy.

When we were back at the Vihara, the men placed the cage in front of the temple and all of them went in. I saw my opportunity coming and waited till all had gone. When the last man was in the temple, I rushed to the cage, took Sii Sward out, and ran home with her as fast as I could.

Once she was back home, Sii Sward went to sleep as if nothing had happened. I lay on my bed thinking about the ceremony. My parents were still with all the other people, praying for rain. I do not know when I fell asleep, but there was no sign of rain till then. My parents said they were praying till about eleven o'clock at night, and still no rain had come. But at

three in the morning, there was a noise like that of a passing train. Then there was a flash of lightning and a clap of thunder over the mountain. And then came the rain! All the farmers got out of their beds in great joy and went to their farms and fields. It rained for three days and three nights, and it looked as though the showers would not stop until all the water in the sky was finished. Our crops were saved.

Sii Sward took no notice of the rain. She curled up on my bed for all the three days of it. The farmers, however, had no doubt that it was she who had brought the rain. They came to see her and left her fish and meat, her favourite foods. She had saved their crops and their families. She was a heroine.

Exercises

1. *Answer the following questions :*

- a. What happens when it does not rain for a whole year? (five sentences)
- b. What is the Nang Maaw ceremony? Why is this ceremony performed? Where is it performed?
- c. What do villagers in your region do when it does not rain for a long time?
- d. What news did Zeng's father bring him about his cat?
- e. What made Zeng at first refuse to let his cat be the rain queen?
- f. What made Zeng agree to the villagers' request in the end?
- g. How was Sii Sward prepared for her role as the rain queen?
- h. How did the people chant the song of Nang Maaw?
- i. What did the people do during the rain queen's procession?
- j. When did Sii Sward lose her temper during the procession, and why?
- k. When and how was Sii Sward taken back home?
- l. What made the farmers believe that it was right to perform the rain ceremony?

2. Respond to the following questions and statements with suitable remarks of your own, using the words given in brackets:

- a. Why didn't you get all the hundred marks? (answer)
- b. I can speak a little Thai. I lived in Bangkok in my early childhood. (memory)
- c. What do you want to see my father for? (favour)
- d. We play football every evening. (favourite)
- e. What kind of game is basketball? (similar)

3. Fill in the blanks with **in case**, **in spite of** or **instead of**.

- a. Rekha's headache is getting worse ——— of all the medicines she is taking. Injections have only increased her pain ——— relieving it. Please take a day's leave and stay at home today ——— you have to take her to hospital.
- b. We had brought enough money to buy five-rupee tickets ——— all the cheaper places were already full. But, ——— all our attempts, we failed to get tickets for the first show. ——— waiting for the second show, we spent our money on chocolate and hot drinks.

4. Rewrite each pair of the following sentences as one, using **in spite of**, **instead of** or **in case**.

- a. He should have bought blue ink. But he has bought black ink.
- b. I made several requests. But I was not allowed to take any photographs.
- c. Take one more pen with you. Suppose something goes wrong with that one.
- d. Keep your money in the trunk. Your pocket might be picked.
- e. She did not get angry. She burst out laughing.
- f. He was very tired. But he went to work.

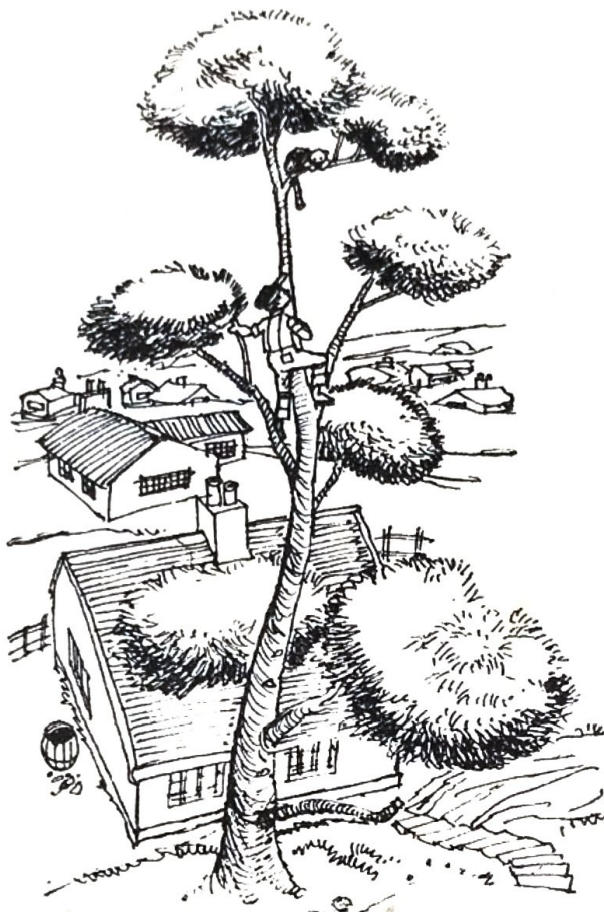
5. *Make good sentences from the table, similar to this sentence from the lesson :*

The farmers lost all hope of raising any crops that year.

The	young girl	lost all hope of	passing the examination.
	drunkard's wife		leaving the hospital in a week.
	sick man		catching the clever thief.
	lazy pupil		saving any money for the future.
	policeman		getting back her lost dog.

6. Describe your last celebration of Christmas, Divali, Bakr-id, Independence Day or Republic Day in not more than fifteen sentences.
7. Write about ten sentences about the last procession you saw.

The Rescue



The boy climbed up into the tree,
The tree rocked, so did he.
He was trying to rescue a cat,
A cushion of a cat, from where it sat
In a high crutch of branches, mewing
As though to say to him, "Nothing doing,"
Whenever he shouted, "Come on, come down."
So up he climbed, and the whole town
Lay at his feet, round him the leaves
Fluttered like a lady's sleeves,
And the cat sat, and the wind blew so

That he would have flown had he let go.
At last he was high enough to scoop
That fat white cushion or nincompoop
And tuck her under his arm, and turn
To go down.

But oh : he began to learn
How high he was, how hard it would be,
Having come up with four limbs, to go down with three.
His heart-beats knocked as he tried to think :
He would put the cat in a lower chink ...
She appealed to him with a cry of alarm
And put her eighteen claws in his arm.
So he stayed looking down for a minute or so
To the good ground so far below.
When the minute began he saw it was hard ;
When it ended, he couldn't move a yard.
So there he was stuck, in the failing light
And the wind rising with the coming of the night.
His father : He shouted for all he was worth.
His father came nearer—"What on earth?"
"I've got the cat up here but I'm stuck."
"Hold on ... ladder ..." he heard. Oh luck.
How lovely behind the branches tossing
Were the globes at the pedestrian crossing,
And the big fluorescent lamps glowed
Mauve and green on the main road.
But his father didn't come back, didn't come,
His little fingers were going numb.
The cat licked them as though to say,
"Are you feeling cold? I'm O.K."
He wanted to cry, he would count ten first,
But just as he was ready to burst

A torch came and his father and mother
 And a ladder and the dog and his younger brother.
 Up on a big branch stood his father,
 His mother came to the top of the ladder,
 His brother stood on a lower rung,
 The dog sat still and put out his tongue.
 From one to the other the cat was handed
 And afterwards she was reprimanded.
 After that it was easy, though the wind blew :
 The parents came down, the boy came too
 From the ladder, the lower branch and the upper,
 And all of them went indoors to supper,
 And the tree rocked, and the moon sat
 In the high branches like a white cat.

— Hal Summers

Notes :

- crutch* : an upright fork in a tree.
nincompoop : a foolish person.
chink : a narrow crack (here, in the trunk of the tree).
mauve : pale purple (pronounced so as to rhyme with *rove*).
reprimand : scold ; rebuke.

Discussion :

- a. Are you fond of climbing trees? Are you frightened of heights? What is the highest spot you have been in so far?
- b. Why is the cat called a nincompoop? How has the cat been silly? Who else in the story has been foolish?
- c. Pick out the lines that tell you that it was very windy when the boy went up the tree.
- d. We know that the boy likes the cat a good deal because he took a frightening risk. What else tells you about his fondness for his pet?
- e. Some phrases and lines to think about :
a cushion of a cat, the good ground so far below,
he couldn't move a yard.

A Troublesome Travelling Companion

You have read what Gavin Maxwell says about the nature of otters. Here is a story from his book.

Maxwell did not know a lot about these animals at the time of the story. So it was that he decided to take Mij, his pet otter, home with him by air. But even before he got to the airport, the otter had damaged the box he was carrying him in. He had pushed the lid open with his head.

By the time Maxwell got to the airport, the pilot had started the engines and the aircraft was about to take off. The angry customs officials hurriedly checked his baggage but he did not care how angrily they checked it. He was trying hard to stop the escape of his pet. He was holding down the lid of the box firmly in place. Using a screw-driver he had borrowed from his driver, he somehow managed to drive back the screw into the wood. But he did not know for how many minutes it would stay like that before Mij's head pushed it out again, and he did know that he had to spend at least twenty-four hours in the air. He hardly dared to imagine what this period was going to be like. Mij was making all kinds of noises from his prison, demanding his freedom as loudly as he could.

The seat booked for Maxwell in the aircraft was luckily in the first row at the front. It meant that there would be no passengers in front of him. But there was one occupying the seat by the side of his—a very well-dressed and dainty-looking American lady, who was the least suitable of travelling companions for an otter. She and all the other passengers, who were from all over the east and the west, stared at him curiously. For, he came struggling up the steps with a very noisy

box. When he sat down and fastened his safety belt, however, the noise from the box stopped.

But he knew the silence would only last for a short time. Mij's struggle for freedom would soon start again and he was sure to win. The damaged box was not going to hold him for long.



So Maxwell prepared for the occasion as quickly as he could. He had brought with him a small suitcase full of newspapers and a parcel of fish. He arranged the newspapers so that they covered all the floor around his seat. Then he rang for the air hostess, and handed her the parcel of fish, asking her to keep it in a cool place.

While Maxwell was watching the box expecting Mij to break loose any moment, the air hostess spoke to the American woman on his left. Then she turned to him and asked if he would not prefer to have his pet on his knee. The animal would surely be happier there than in the cage, and his neighbour would not mind at all. She informed him that everything was going to be all right now! Maxwell felt deeply grateful to the hostess for her kindness and understanding. He could have kissed her hand as that of a queen!

But Mij had his own plans for using his freedom. They were quite different from those that the air hostess and her guest had thought up for him. Maxwell opened the lid of the box—and out leaped Mij “like a flash”. And before he knew what had happened, the animal disappeared between the seats of the aircraft. The effect of this was confusion, which is easier

to imagine than to describe.

It was like what happens when a rat is let loose into a room full of schoolgirls!

There were calls, squeals, and shrieks and a flapping of travelling coats, and half-way down the plane a woman stood upon her seat screaming "A rat! A rat!" Then the air hostess reached her, and within a matter of seconds she was seated again and smiling brightly.



Maxwell ran down the plane and got to where Mij was only to see him disappear beneath the legs of a stout white-turbaned Indian passenger. At once Maxwell lay flat on his face and stretched out his hand to catch his tail, but what he caught instead was the foot of the Indian woman passenger who sat next to the man. And what was more, he found his face covered all over with curry! Quickly getting up, he asked their pardon. The turbaned Indian stared at him with a look which gave him no clue at all to the man's thoughts or feelings. But then, he could see that he had somehow won the sympathies of all his other fellow passengers. Perhaps this happened because of the curry, which gave him the look of a harmless fool rather than that of a dangerous madman.

Once more, the air hostess was by his side, ready to help. With a charming smile, she suggested that he go back to his seat and offered to find the animal and bring it back to him. He was afraid that Mij, being lost and frightened, might bite

a stranger like her. But she did not think so. He went back to his seat. She would have said the same thing even if Mij had been a rogue-elephant, he thought.

As he sat thinking such thoughts, he could hear the noises of the otter hunt that was going on up and down the body of the aircraft behind him. But the back of his seat did not allow him to see much of it. He tried to see round it but it was useless. Then suddenly, he heard a "chatter of welcome" from under his feet, and up bounded Mij on to his knee. In all that strange world inside the aircraft this man was the only familiar thing he could find. His relief and joy were plain in the way he nuzzled his master's face and neck. From that moment he put absolute trust in Maxwell for the rest of his otter's life!

For an hour or two after his return, Mij slept peacefully in his master's lap. Whenever he was restless he was given fish and water. Maxwell thought that he had at last hit on the way to keep him from mischief. But he was mistaken.

The moment Mij was fully awake, he got off his master's lap and began to play with the newspapers spread on the floor. Within a few moments the place looked like a temple street after a festival. Then, there being nothing more to do on the floor, he got into his box, in which his 'bed' was made of fine soft wood shavings. These he began to throw out at a stormy speed. Maxwell's attempt to clean up the place ended in utter failure. It was like trying to pump out the waters of a flooding river. While he was doing this as fast as he could, Mij finished emptying his box and was looking for more work. Then he caught sight of the American woman passenger's travelling bag on the floor by his side. It took him no more than a few seconds to unzip the bag and get into it, and the moment he was inside, the articles in it began to fly out—magazines, handkerchiefs, bottles of pills, comb, toothbrush, toothpaste, and all the other things needed on long-distance travel.

This was what the poor lady was getting in return for her kindness. Was it for this that she had agreed to setting Mij free? But luckily, the lady was fast asleep and knew nothing of what was happening to her bag. Maxwell quickly pulled Mij out of the bag by his tail. Then somehow he managed to push all the things back into it before its owner woke up.

But what did the lady say or do when she opened the bag and discovered the mischief? Maxwell never got a chance to find this out. In a short time the aircraft landed in Cairo and the lady left.

Exercises

1. Answer the following questions :

- a. What do you think made Maxwell arrive late at the airport?
- b. What was Maxwell trying to check while the customs officials were checking his baggage?
- c. How did Mij try to escape from the box in which he was shut up?
- d. Why was Maxwell glad that his seat was in the front row in the aircraft?
- e. Why did Maxwell take old newspapers with him on his flight?
- f. What made Maxwell let Mij out of the box?
- g. How did Maxwell get the sympathy of his fellow passengers when he tried to catch Mij?
- h. How did Mij come back to Maxwell? And why?
- i. How did Maxwell try to keep Mij from mischief after he came back to him?
- j. What happened to the American lady's travelling bag while she was asleep?
- k. What do you imagine the lady thought when she opened her bag?

2. Rewrite the following sentences so that the meaning of each sentence will be its opposite. Use the opposites of the words in italics :
- This is the *most* interesting book I have read.
 - Wealth is much *more* important than health.
 - Living without sweets is *better* than living without meat.
 - But living without sweets is *worse* than living without teeth.
3. Make good sentences from the table, similar to this sentence from the lesson :

Maxwell hardly dared to imagine what this period was going to be like.

The	patient	hardly dared to imagine what	life in jail	was going to be like.
	young wife		the operation	
	prisoner		life without her husband	
	student		failure in the examination	

4. Rewrite the following sentences in reported speech :
- Madhu said, 'It's going to rain.'
I said, 'We need rain very badly.'
'That is why no rain comes,' said Raju.
 - Kishan said, 'The stranger is looking round.'
Sunil said, 'He's bending down.'
'He's digging in the ground under the tree,' I said.
'He's hiding something in the hole,' said Kishan.
'Perhaps he is taking something out of the hole,' said Sunil.
'It is a shining gold cup!' I said, my eyes wide open.

- c. Sunil asked, 'Who told him where to look for the cup?'
- 'Perhaps he put it there himself,' Kishan answered.
- I said, 'I'm sure that a robber hid it there. And this stranger is the robber.'
- Then Kishan said, 'I think he is a policeman.' Then he added, 'Perhaps the robber has told him where to look for the cup and he has come here following the robber's clue.'
- d. 'I'll become a millionaire,' Mina declared.
- 'You can never become a millionaire,' said Raj.
- 'Why can't I become one?' Mina asked.
- Raj replied, 'A millionaire will have to be a man'. Then he added, 'A girl can become a millionairess, but not a millionaire.'
- e. The secretary said, 'The president will be visiting our factory between 3.30 and 4.30 p.m. tomorrow.' He added, 'He will be going round the various departments with the manager from 3.30 to 4.00 and will be talking to the workers from 4.00 to 4.30.'
- f. 'The President will have arrived by this time tomorrow,' said Nittu.
- g. Raj said, 'By the time we get there, the train will have arrived.'
- 'I hope it will not have left,' said Nil.

Structural Items used in the Reader

Lesson No.

- | | |
|---|--|
| 1 | 1. <i>although</i> |
| 2 | 2. <i>so/such ... that</i> |
| | 3. future perfect |
| 3 | 4. <i>it</i> (introductory) |
| | 5. future progressive |
| | 6. adjective & infinitive |
| 4 | 7. <i>have/get ... done</i> |
| | 8. simple present expressing the future |
| | 9. <i>can/must</i> (inference) |
| 5 | 10. simple present passive |
| | 11. present perfect passive |
| | 12. <i>do</i> (emphatic) |
| 6 | 13. the past perfect passive |
| | 14. passive infinitive |
| | 15. progressive infinitive |
| | 16. preposition + <i>ing</i> forms |
| | 17. <i>the same as</i> |
| | 18. <i>as though</i> |
| | 19. <i>as well</i> |
| | 20. <i>not only ... but</i> |
| 7 | 21. relative clauses introduced by <i>when</i> |
| | 22. <i>why, where</i> etc. |
| | 23. preposition + <i>which</i> |
| 8 | 24. <i>ing</i> forms as nouns |
| | 25. <i>would</i> expressing the habitual |

- | | |
|----|---|
| 9 | 26. the 'absolute' construction
(e.g. His head being protected by a helmet, he didn't die in the crash.) |
| | 27. reported commands and negative infinitives |
| | 28. <i>neither ... nor</i> |
| 10 | 29. unreal present |
| | 30. <i>must</i> (showing obligation and inference) |
| 11 | 31. unreal present with <i>would</i> |
| | 32. "be" + <i>to</i> |
| 12 | 33. 'rejected' past |
| 13 | 34. non-defining clauses |
| | 35. elision of verbs |
| | 36. <i>-ed, -en</i> forms as adjectives |
| 14 | 37. active and passive voices |
| 15 | 38. noun + verb & present participle |
| | 39. <i>seem to</i> |
| 16 | 40. noun clauses as reported questions |
| | 41. <i>enough</i> + noun, adjective + <i>enough</i> |
| | 42. adverb + <i>-en</i> form + noun |
| 17 | 43. reported questions |
| | 44. <i>to</i> + adjective/adverb + <i>for</i> |
| 18 | 45. <i>-ing</i> forms as nouns |
| 19 | 46. reported speech with reporting verbs in the present tense |
| | 47. <i>as if</i> |
| | 48. <i>-ing</i> forms as adjectives |
| 20 | 49. reported speech with reporting verbs in the past tense |
| | 50. noun + infinitive (revision) |
| 21 | 51. reported speech with reporting verbs in the past tense (revision) |

Word list

(Words marked with an asterisk belong to the pupil's 'passive' vocabulary and need not be drilled or used in written exercises.)

abbot	artificial	calm	confer
absolute	ashamed	canal	congratulate
abundance	assure	candle	confusion
abyss	attack	capital	conquer
accept	average	career	consist
according	awful	ceiling	content
ache		celebrate	continuous
acid		cent	conversation
activity	backward	ceremony	convince
actual	baggage	challenge	coral
admire	baker	chamber	cosmetic
advance	barb	chant	cottage
advertise	bat	charm	council
affair	beam	cheap	countless
affection	beginning	check	couple
afford	behaviour	cheerful	court
agony	believe	chemist	courtier
aircraft	belt	cherry	crack
although	beyond	childhood	cracker
ambergris*	black	chloroform*	crane
amidst	blacksmith*	chlorophyl*	creak
amphibian	blade	choose	creature
amuse	blame	classmate	creepy
anaesthetic	bloodshot*	clear	cricket
ancestor	bloody	clerk	crime
ancient	border	climate	criminal
anemone*	boxing	clock	crocodile
angelic	brain	clothing	crop
announce	bright	cluster	cross
appoint	brilliant	coastline	cross-bow
approach	bulge	colleague	crown
arch	burrow	collect	cruel
area	burst	comfortable	cultivate
arithmetic	business	common	curious
arrange	buzz	companion	current
arrive		company	curve
article		compare	custom

dainty	drip	fasten	grant
damage	driver	favourite	group
daring	drown	feature	ground
death	drug	female	grove
decay	drummer	fertile	gulf
decide	duty	fertiliser*	
decisive		festoon	
declare		fibre	handwriting
decorate	earn	fierce	hanger
deed	earth	figure	happen
defend	eastern	fin	harm
delicious	educate	firm	harpoon
deliver	effect	flash	harvest
dense	elbow	flock	headquarters
dentist	elect	flow	healthy
depend	emblem	flesh	heat
depress	emerald	flutter	heel
depth	employ	fly	helpless
deserve	empty	follow	hermit
detective	enjoy	food	heroine
determine	enlightened	force	hidden
different	envy	forepaw	hind
dig	estate	form	Hindu
digest	ether	forth	hoarse
dignified	exact	fortunate	hoist
disagreeable	example	free	holt
disappoint	excellent	freedom	honour
disappear	exciting	freeze	hostess
disc	exclaim	frequent	houseboat
discuss	excuse	fry	housekeeping
dish	expect	fulfil	human
dismiss	expensive	furnish	humble
distance	experiment		humour
district	explorer		husk
disturb	extraordinary	gem	
dive	extreme	general	
divide		geography	idiot
division		ghastly	ignorant
dodge	fact	giant	image
dollar	fail	gigantic	imagine
dolphin*	faint	glimmer	imaginary
doorstep	faithful	gloomy	immediate
dose	false	goods	imp
dot	familiar	government	individual
doubt	famine	graceful	industry
drift	fascinate	grammar	inhale

instead
insult
intend
ivory

jacket
jaggery
jaw
jelly
jellyfish
joke

kelp*
kernel*
kiln
kingdom
kite
knight

laughter
law
length
level
lid
lifebuoy
lily
liquid
living
local
loyalty
lung

mad
major
manage
manufacture
margarine
member
memory
mental
mercy
more

merit
messenger
method
metric
mew
microscope
million
mine(n)
minister
misery
mist
moan
model
moist
mollusc*
monster
motorable
mourn
multiplication
murder
mussel*
mynah

narrow
nation
natural
naughty
nearby
necessary
network
nibble
noble
nocturnal
non-violence*
none
normal
numb
nuzzle

observe
occasion
occupation
occupy
ocean

oceanarium*
offer
opinion
opportunity
ordinary
organ
original
ounce
outbreak
outlet
overhang
overturn
oxen

pace
pack
pain
parcel
park
pant
particular
pattern
pawnshop*
peak
peculiar
peninsula*
penny
people
perfect
perform
perfume
permission
physical
physician
pierce
pigeon
pillar
pimple
pin
pity
plain
plait
plankton*
playmate
pleasure

plunge
police
polish
popular
population
porcupine*
porpoise*
port
possess
possible
postman
pound
power
powerful
practical
prepare
prey
pride
priest
private
problem
procession
produce
product
profit
proper
protein
protest
provisions

qualify
quantity

rafter
rainbow
raise
rare
ray
recognise
record
recover
refreshing
region
regret
regular

relief	shriek	suffer	unique
religion	situate	suitable	urchin
remark	skull	sulk	usually
remarkable	slap	sum	utter
report	slender	supple	
resemble	slide	surface	
resort	slip	surgeon	vain
respect	small	surgical	valuable
rib	snail	surround	vanish
risk	snap	suspect	vapour
roast	snow	suspicious	various
robe	solid	swallow	vein
route	solution	sway	verse
royal	southward	symbol	victory
rudder	sovereign		vinegar
rude	spark		violent
rustle	sparkle	tame	violin
	spell	teak	volunteer
	spellbinding	teens	
sacred	sperm	tender	
safety	spermaceti*	tentacle	waistcoat
sailor	spin	thief	warn
salary	spiteful	throughout	wealth
Sanskrit*	splendid	thud	wealthy
scene	spoil	tide	web
schoolmate	sponge	tidy	weed
scientist	sport	tile	weight
scold	spray	title	whatsoever
scoop	spread	tolerate	whisky
scour	squeal	tone	widow
screw-driver	square	tonne	willing
seashore	squid	tortoise	wine
seaweed	stalk	total	winning
separate	starfish	tourist	wither
serious	state	toy	wool
service	stilt	transport	worse
settle	stick	trap	worth
shaft	sting	trouble	wrist
shame	stony	trust	
shape	stout	tug	
shave	strewn	tutor	
shed	strike	type	yield
shilling	stroke		
shiver	subject		
shock	succeed	unconscious	zip
short	suckle	unfit	zone



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Discussion

- a. Imagine, with your eyes closed, your last train journey when you sat at the window and saw fields, trees and houses flashing by. Now read the poem again. Can you recall anything not in the poem?
- b. Why do the horses and cattle, quietly eating the grass in the meadow, appear as if they are charging along like troops in a battle?
- c. What would you see if you were a bird and flew over your town?
- d. What does the strong rhythm in the lines suggest? How many stressed syllables (or beats) are there in each line? Three, four or five?